EDAD 647.02W: Ethics & Philosophy of Educational Administration

COURSE SYLLABUS: SPRING 2022

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

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

American Psychological Association. (2020). *Publishing manual of the American Psychological Association (7th ed.).* Washington, DC: American Psychological Association. ISBN: 978- 1-4338-3216-1

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*. Hoboken, NJ: Jossey-Bass. ISBN: 978-0787965648

The syllabus/schedule are subject to change.

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.

The syllabus/schedule are subject to change.

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

Students will need to have access to a computer with Internet (high-speed preferred), access to a Webcam, and document productivity software (Microsoft Office preferred). Additional skills needed are using the new learning management system, using Microsoft Word and PowerPoint for presentation a graphics programs.

Instructional Methods

This class design is based on constructivist learning principles. This means that the instructor creates an environment for learning by providing focus and guidance to the content. Assignments are designed to be learning experiences for students, and it is presumed and expected that students actively participate in the class through the construction of their own knowledge. As a graduate level course, the instructor expects quality work from each student supported by adequate preparation and involvement. Instructional activities and assignments are 100% online using the D2L learning management system.

Student Responsibilities or Tips for Success in the Course

When sending emails to me, please include your name and Course Number (EDAD 647-01W) in the subject line. Students are expected to take responsibility for their own learning process. While the online course includes interactions between students and instructor and students and students, they are not immediate as a face-to-face course. Students must be comfortable waiting up to 24 hours for a response to their emails.

Tips for Being a Successful Online Student

Log on to your course frequently- Make sure to check your course daily.

Read the instructions carefully – Read and follow the instructions for each assignment and discussion thread.

The syllabus/schedule are subject to change.

Participate…Participate…Participate- Regular participation is very important to a quality online experience for everyone. Participate in the discussion board. What a great opportunity to learn from your peers. Jump in and contribute!

Budget your time, set schedules, and complete work on time - Make sure to block off regular time to work on your course, and stick to that schedule.

Be polite and respectful- Being polite and respectful is not only common sense, it is absolutely essential for a productive and supportive online environment.

Speak up if you are having problems- Technical difficulties are not an excuse for late or missed assignments. If you are having technical difficulties, or problems understanding something about the course, you MUST speak up otherwise there is no way that anyone will know that something is wrong.

Apply what you learn- Apply everything you learn as you learn it, so it will be committed to long-term memory. Also, make connections between what you are learning and your practice. All assignments must be revised before moving on to the next assignment.

A typical week might include:

1. Regularly logging in to the course website.
2. Reading through the current week's assignment and module lecture notes.
3. Re-reading the syllabus and tentative course calendar.
4. Thoughtfully reading the assigned textbook chapters and taking notes.
5. Thoughtfully viewing assigned videos and taking notes.
6. Responding (by the due date) to a discussion thread as posted by the instructor.
7. Reading and responding (by the due date) to the discussion post of fellow peers.
8. Completing and sending an assignment (by the due date) to be graded by the instructor.
9. Revising and re-writing written assignments. Writing is an iterative process.

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

The syllabus/schedule are subject to change.

Student Performance Evaluation:

Evaluation will be based on successful completion of each of the performance expectations. Each performance assignment has been assigned points towards the total on which the final course grade will be based. The points for each assignment may be viewed in the grade book.

All assignments must be completed to earn an A in this course.

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

Caveat: This syllabus represents a relationship between the two of us regarding the evaluative measures and the content included in EDAD 664. I reserve the right to amend, revise, or change the content of the syllabus as deemed necessary.

Please Note: *While students may receive numerical grades for various assignments listed in the syllabus based on the criteria provided by the instructor and which contribute to an overall grade average represented in the breakdown listed above, grades are given to primarily provide feedback to students and to guide the instructor in making an assessment of student work. The final grade awarded for the course, however, will be at the sole discretion of the instructor and will be based on several factors, including but not limited to the rubrics provided.*

Assessments
Course Learning Outcomes (CLOs)
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

The syllabus/schedule are subject to change.

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 <u>quality</u> 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 <u>how</u> 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 **<u>required</u>** to respond to these

probes for deeper investigation (-6 points or + discretionary points); however, they <u>do not</u> 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: In 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 (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 7th edition formatting). Your report will be submitted to TurnItIn for similarity checking. Similarity scores over 20% will receive zero points. I recommend that you submit a few days early 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) (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 <u>all three</u> textbooks used in the course. Your report will be submitted to TurnItIn for similarity checking. Similarity scores over 20% will receive zero points. I suggest 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,

The syllabus/schedule are subject to change.

submitting for similarity checking will expire the day before the assignment is due at 12 noon.

Reading Quizzes/Reflections (up to 15%): 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.

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

The syllabus/schedule are subject to change.

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
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, 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

The syllabus/schedule are subject to change.

- o Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
    - o Sound card, which is usually integrated into your desktop or laptop computer
    - o Speakers or headphones.
    - 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**.**

The *syllabus/schedule are subject to change.*

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

Given the constructivist design of the class, this course will be interactive. It is the expectation that all students participate fully for all discussion threads, activities, and assignments in order to maximize their learning experience.
As this is an online class, you will need daily access to your email account. I will be emailing during the course to communicate information, assignments, and other addenda. **You need to check your myLeo email each day for these communications**. You also need to review updated announcements within the EDAD 595 course home page for updated information pertaining to this course.

Our primary mode of communication is through the course, but I am available through other modes of communication, too. If your question is related to an assignment and it is reasonable to think others might have the same questions, use the *Module Q&A* so everyone can benefit. If you need to discuss something (beyond a quick question),

The *syllabus/schedule are subject to change.*

make an appointment 24 hours ahead of time. If you have a quick question (not a discussion), or an urgent message, you may text me, but use phone text judiciously.

If I request that you have a phone conference with me to discuss an assignment and you do not respond within a reasonable amount of time (24 hours), you will receive a zero on the assignment.

In order to complete your assignments, you will need to be proficient at MS Office programs, such as Word, Excel, and possibly PowerPoint. All assignments submitted electronically must be in MS Office formats. All assessments will receive feedback within 5 days of the module end date.

Please feel free to email me at Ava.Munoz@tamuc.edu if you have questions. Each of the modules within the EDAD 647 course shell has a link entitled *Module Q&A,* where you can post questions and review responses to questions that pertain to course information as you progress through this course. The Q&A is for general questions about assignments and/or course materials. If you post a question there, email me to alert me as the learning management system does not always do so.

Please communicate with me in whichever form you are most comfortable (e-mail or through the *Module Q&A* Forums); however, avoid using the public forum for confidential matters. If you would prefer to correspond via telephone, you are welcome to do so. Please schedule a phone conference before you call me, using my Appointment Calendar (listed at top of syllabus). Prior to asking a question, please quickly review previous responses within a particular *Module Q&A* forum as your question may already have been addressed. You are welcome to respond to a classmate's question if you can accurately address the issue.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

In order for this class to be interesting and beneficial, each student is expected to be prepared to lead and/or enter into discussions, to ask relevant questions, and to share the results of their study and reflection. This means that each student should be:

- Aware of the class schedule and the requirements for each class (knowing what to be prepared for),
- Self-disciplined (spending time to be fully prepared),
- Eager to share with your classmates (participating actively by sharing what you have prepared). Participation is an extremely important part of your experience in this class. When you miss participating in a class discussion and/or assignment, not only do you miss information presented, but you miss the interaction of your classmates, which can lead to the loss of key learning experiences.

APA Format for Papers

The syllabus/schedule are subject to change.

Please follow APA 7th Edition formatting in your Style Manual. You may also access additional information at **Purdue Online Writing Lab and at www.apastyle.org**.

Reflection papers should be double-spaced, size 12 Font, New Times Roman. Follow the format for papers as specified by the APA Publication Manual. All papers will be in Word. This is scholarly work and should not be written in first person except in the forums and as allowed in papers by APA 7. The literature review should be written in past tense. Read carefully chapter 4 in the *APA Publication Manual*, titled "Writing Style and Grammar."

All resources should be cited using correct APA format, 7th edition. The papers should also be free of technical errors (spelling, punctuation, proper use of grammar, etc.). Students must get permission from the professor for late work to be 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.
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

The *syllabus/schedule are subject to change.*

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

The *syllabus/schedule are subject to change.*

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 OUTLINE / CALENDAR

As an online course, the outline is in the content area of D2L Brightspace learning management system. The first week is for introductions and orienting oneself to the course and resources.

Tentative, **SPRING 2022**

Module	Topic	Textbook Readings & Discussions	Assignments & Due Dates **(All discussion threads due Thursday/replies Saturday)** All Assignments are due on a Sunday.	
**Week/Module 1** **First Class Day Monday** **1/31 to 2/6**			
Module 1	Course Orientation & Introductions- **End of first week/module is Sunday**	**Readings:** **Rebore: ch.s 1 & 2** **Starrat: pp1-42** **Discussion:** Introductions Response to Core Values Discussion - thread due Thursday/replies Saturday	Personal values & ethics statement Due date: On or before 2/6	
**Week/Module 2 2/7 to 2/13**			
Module 2	Ethical Dilemmas	**Readings** Sadeghi & Callahan: Case #1 Rebore: Ch.s 1-3 Starrat: Ch. 1 **Discussion:** Golden Mean article response	Case Analysis Paper 2/13 Discussion thread due Thursday/Replies due Saturday	
**Week/Module 3 – 2/14 to 2/20**			
Module 3	Idealism	**Readings** Rebore: Ch. 3 Starrat: Ch. 2	Idealism Reflection Paper Due date: 2/20	

The *syllabus/schedule are subject to change.*

		Discussion: Article response	Discussion thread due Thursday/Replies due Saturday	

Week/Module 4: 2/21 to 2/27

Module 4	Positivism & Existentialism	**Readings** Rebore: Ch. 4 Starrat: Ch. 3	Book Report Selection 2/27	
		Discussion: Article Response	Discussion thread due Thursday/Replies due Saturday	

Week/Module 5: 2/28 to 3/6

Module 5	Case Analysis	**Readings** Sadeghi & Callahan: Case #3 Rebore: Ch.s 5-7 Starrat: Ch. 4 **Discussion**: Rebore Cast 6.1 Discussion	Ethical Dilemma Case Analysis Due date: 3/6 Discussion thread due Thursday/Replies due Saturday	

Week/Module 6: 3/7 to 3/13

Module 6	Case Analysis	**Readings** Sadeghi & Callahan: Case #7 Rebore: Ch.s 8-9 Starrat: Ch. 5 **Discussion:** Rebore Case 8.2	Ethical Dilemma Case Analysis Paper Due date 3/13 Discussion thread due Thursday/Replies due Saturday	
SPRING BREAK: 3/14 to 3/20 (NO ASSIGNMENTS DUE)				

Week/Module 7: 3/21 to 3/27

The *syllabus/schedule are subject to change.*

Module 7	Diversity & Pluralism	**Readings** Sadeghi & Callahan: Case #8 Rebore: Ch.s 10-12 Starrat: Ch. 6 **Discussion: Rebore pp. 230-231: Diversity & Pluralism**	Case #8 Ethical Dilemma: Due date: 3/27 Discussion thread due Thursday/Replies due Saturday	
		Week/Module 8: 3/28 to 4/3		
Module 8	Education and Contemporary European Thought	**Readings** Sadeghi & Callahan: Case #1 Rebore: Ch. 13 Starrat: Ch. 6 (reread) **Discussion:** Response to article	Mid-Term Book Report 4/3 Discussion thread due Thursday/Replies due Saturday	
		Week/Module 9: 4/4 to 4/10		
Module 9	Moral Philosophers	**Readings** Rebore: Ch. 13 Starrat: Ch. 6 (reread) **Discussion:** Your Personal Moral Philosophy	Personal Moral Philosophy Paper Due date: 4/10 Discussion thread due Thursday/Replies due Saturday	
		Week/Module 10: 4/11 to 4/17		
Module 10	American Philosophy	**Readings** Starrat: Ch.s 4-6 (reread) **Discussion** Dewey	Presence Audit 4/14 Significance & Definitions Paper 4/15	
		Week/Module 11: 4/18 to 4/24		
Module 11	Case Analysis	**Readings** Sadeghi & Callahan: Case #9 **Discussion**	Case Analysis #9 4/24 Discussion thread due Thursday/Replies due Saturday	

The *syllabus/schedule are subject to change.*

Week/Module 12: 4/25 to 5/1			
Module 12	Case Analysis	**Readings** Sadeghi & Callahan: Case #14 **No Discussion**	Case Analysis #14 Quiz 5/1
Week/Module 13: 5/2 to 5/8			
Module 13	Reviewing Chapter One	**Readings** Sadeghi & Callahan: Case #16 **Discussion**: None	Case Analysis #16 5/8
Week/Module 14: 5/9 to 5/13			
Module 14	Final Paper – Chapter One	**Discussion:** Core Values Assessment- **Tuesday** and Replies due **Thursday**	Discussion thread due Tuesday/Replies due Thursday Final Paper 5/9
Week/Module 15: 5/9 to 5/13			
Modules 15	Final Reflections	**Discussion**: Final Reflection	Discussion thread due Tuesday/Replies due Thursday

The *syllabus/schedule are subject to change.*