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EDAD 601.01W
Foundations of Educational Administration
Course Syllabus: Spring 2024

INSTRUCTOR INFORMATION

Instructor: Dr. Sharonda Pruitt
Office Location: EDN 107
Office Hours: Virtual (Online)
Office Phone: 903-886-5179
Office Fax: 903-886-5507
University Email Address: Sharonda.Pruitt@tamuc.edu
Preferred Form of Communication: email
Communication Response Time: 48 hours or less

COURSE INFORMATION

Textbooks Required:

American Psychological Association. (2020). *Publishing manual of the American Psychological Association* (7th ed.). Washington, DC.

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:

Readings & Discussions (40%)

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. Students must cite the works read in their discussions. 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.

Educational Leadership Interests Paper (30 %)

Each student will prepare a thoroughly researched paper on topic that interests them in educational leadership. 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, 7th 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 (30%)

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, 7th 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/theory (approved in advance by the instructor) and will address the following topics.

- Describe the ideology/visions/beliefs of your approved educational theory/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. All assignments must be completed to pass this course.

30%	Discussions
30%	Educational Leadership Interests Paper
40%	Scholarly Paper

There are no provisions for late work in this class.

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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

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

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. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

The syllabus/schedule are subject to change.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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: <https://www.britannica.com/topic/netiquette>

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](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

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<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

Students with Disabilities-- ADA Statement

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

Velma K. Waters Library Rm 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.

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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.

A&M-Commerce Supports Students' Mental Health

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

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.

AI use policy [Draft 2, May 25, 2023]

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

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Course Calendar

Modules	Assignments	Due Dates
Module 1 1/29-1/11	Meet Your Classmates – Student Lounge	1/29 @ 11:59 p.m.
	Assigned Readings: 1. Ornstein, Levine, Gutek & Vocke: Chapters 3 and 4.	
	Discussion #1: Discuss the major tents of your belief system related to educational leadership.	1 st Response: 2/4 @ 11:59 p.m. Colleague Reply: 2/11 @ 11:59 p.m.
	Select Theorist; Send email with selection to Sharonda.Pruitt@tamuc.edu	2/11 @ 11:59 p.m.
Module 2 2/12-2/25	Assigned Readings: 1. Ornstein, Levine, Gutek & Vocke: Chapters 5 and 6	
	Discussion # 2: Discuss place and leadership on the schooling experiences of youth.	1 st Response: 2/18 @ 11:59 p.m. Colleague Reply: 2/25 @ 11:59 p.m.
Module 3 2/26-3/10	Assigned Readings: 1. Ornstein, Levine, Gutek & Vocke: Chapters 7, 8, and 9;	
	Discussion # 3: Identify your intersectionality and impacts it may have on your work.	1 st Response: 3/3 @ 11:59 p.m. Colleague Reply: 3/10 @ 11:59 p.m.

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Modules	Assignments	Due Dates
Module 4 3/11-3/24	Assigned Readings: 1. Ornstein, Levine, Gutek & Vocke: Chapters 10, 11, and 12	
	Discussion # 4: What is the role of education leaders in educating underrepresented and underserved groups?	1 st Response: 3/17 @ 11:59 p.m. Colleague Reply: 3/24 @ 11:59 p.m.
Module 5 3/25-4/7	Assigned Readings: 1. Ornstein, Levine, Gutek & Vocke: Chapters 13 and 14	
	Discussion # 5: What is the connection between politics and educational leadership?	1 st Response: 3/31 @ 11:59 p.m. Colleague Reply: 4/7 @ 11:59 p.m.
Module 6 4/8-4/14	Educational Leadership Interest Paper	4/14 @ 11:59 p.m.
Modules 7 & 8 4/15-5/10	Assigned Readings Ornstein, Levine, Gutek & Vocke: Chapters 15 and 16;	
	Discussion # 7: Discuss a major theory and its tenets. (No colleague reply this week) Scholarly Paper Due: 5/3 @ 11:59 p.m.	Response: 5/5 @ 11:59 p.m.

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