COURSE SYLLABUS
EDAD 647, 01X, Ethics and Philosophy of Educational Administration (online)
Course Syllabus: Fall 2025 August 25- December 12

INSTRUCTOR INFORMATION

Instructor: Laura Garza, Ed. D
Office: Virtual
Office Hours: Virtual by appointment
Professor's Personal Cell Phone: 214-535-7223
University Email Address: Laura.Garza@tamuc.edu
Preferred Form of Communication: Text
Communication Response Time: 24 hours (48 hours weekends)

COURSE INFORMATION

Texts (REQUIRED)

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th Ed.). Author.

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

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

Starrat, R. J. (2004). *Ethical leadership*. (1st ed.). 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 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 thoughts from a variety of philosophical perspectives 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:

- Develop an understanding of the social foundations relevant to public leadership. • Demonstrate an understanding of axiology, epistemological and ontological dimensions of philosophy.
- Compare and contrast major philosophical thinking represented in the works and writings of classical and contemporary as well as eastern and western philosophers. • Evaluate and explain ethical and moral theory and moral dilemma.
- Align ethical reasoning and moral decision making with school leaders' actions. • 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.
- Construct an understanding of the relationship between ethical reasoning, moral responsibility and democratic community.
- Defend educational administration and leadership as a caring profession. • 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 should have basic knowledge of MS Office including Word, PowerPoint and Excel documents. The use of Leo Mail is required for communication with the professor and other students. The use of the Learning Management System (LMS) D2L is important to success in the course. Tutorials and support are available to learn these skills. Students should be able to so basic research including library database and internet searches for documents and publications.

Instructional Methods

This course is delivered 100% online using the learning management system. The course is designed using modules for assessments. ZOOM meetings are optional.

Student Responsibilities and Tips for Success in the Course

Students will be required to log into the course daily and use University email to communicate with the instructor regularly. All established deadlines and product expectations are to be delivered to the chair as specified with each individual student.

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%	Quizzes/Reflections
20%	Book Report
25%	Research Paper

Performance Evaluations
Each assignment has been allocated a point value. The following percentages of the points available will be used for awarding final grades for the course. The professor reserves the right to evaluate and assign the final course grade.
90%-100% A
80%- 89% B
70-79% C
60%-69% D
Below 60% F

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 11:59 p.m.
    - Replies to two (2) colleagues (2 points each) must be posted by Friday at 11:59 p.m. Posts submitted outside of these expectations could result a reduction in points. • 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, 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 7th edition. 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. 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. 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; 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.

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 is 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. 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 point deductions. It is suggested that you submit a few days early in order to verify your similarity score. Submitting at the last minute does not excuse assignment or submission expectations. Keep in mind that you may resubmit this assignment as often as needed up to the submission deadline.

Research Paper (Final Exam ((25%))
• Each student will develop a paper (8-10 pages, double spaced, 12 pt.) addressing the general and unique ethical issues in the area of education.
• This is a formal paper that should include APA 7th edition 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 grade deductions. It is suggested that you submit a few days early in order to verify your similarity score. Submitting at the last minute does not excuse assignment or submission expectations. Keep in mind that you may resubmit this assignment as often as needed up to the submission deadline; however, submitting the assignment for similarity checking will expire the day before the assignment is due at 12 noon.

Reading Quizzes/Reflections (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, the student must select the "best response" based on a number of factors or influences to earn the maximum credit.

TECHNOLOGY REQUIREMENTS

LMS

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

LMS Requirements:

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

Zoom Video Conferencing Tool
https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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@etamu.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, off
Desktop Support

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 instructor normally responds to student questions within 2 days. Email is the preferred method of communication. The instructor has provided a cell phone number for students to call for more detailed or urgent communication.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Assignment/Deliverables Policy
Assignment due dates are individualized for each student. All paper submissions should be submitted in the course as a .doc or .docx file unless specified otherwise.

Late Work
Late work may be subject to grade point deduction.

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.
https://inside.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf.

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

ETAMU 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/13stude nts/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at East Texas A&M University 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/docume nts/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf

Graduate Students Academic Integrity Policy and Form

Graduate Student Academic Dishonesty Form

https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13stud ents/graduate/13.99.99.R0.10.pdf

Students with Disabilities-- ADA Statement

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

East Texas A&M University
Velma K Waters - Room 162

Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@etamu.edu
Website: Office of Student Disability Resources and Services
http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

East Texas A&M University 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

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University 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 East Texas A&M 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 East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

http://telusproduction.com/app/5108.html

AI Use policy [Draft 2, May 25 2023]

East Texas A&M University 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 (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