

EDAD 601W: Foundations of Educational Administration
Texas A&M University-Commerce
College of Education and Human Services/Department of Educational Leadership
Spring 2015
Course Syllabus

Instructor

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Office Hours

Virtual office hours (see eCollege)

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.

Course Policies and Procedures

This is a doctoral level course. Each student is expected to participate in all class activities, complete all reading and written assignments on time, and actively engage in class by closely connecting class topics and discussions to the textbook and other readings. It is expected that all students keep up with the reading assignments. Regardless of points earned, a course grade of A cannot be obtained if all assignments are not completed. The following sections provide information regarding the course.

Attendance and Active Participation. Students are expected to “attend class” online by engaging in a variety of activities, including online discussion and assignment submission. Students should be active participants; they are to be prepared, forthcoming in sharing of their own ideas and thoughts, and inviting and considerate of the thoughts and ideas shared by others. Students will both post and respond to discussion forum items and to posting of classmates.

Report.

Each student will prepare a thoroughly, researched paper on *National School Reform*. The paper will consist of 5-7, double-spaced, pages (the title page, abstract, and reference page are not included in the total number of written pages submitted). Students are responsible for utilizing APA format, 6th edition. The paper should adhere to specified standards, including the following: one-inch margins, 12-point type, and Times New Roman font. Papers less than the required length will automatically receive a 10-point deduction.

Scholarly Paper. Each student will prepare a thoroughly researched paper of 15-18, double-spaced, pages (not including title page, abstract, and references). Students are responsible for utilizing APA format, 6th edition. The paper should adhere to specified standards, including the following: one-inch margins, 12-point type, and Times New Roman font. Papers less than the required length will automatically receive a 10-point deduction. The paper will center on a theorist (approved in advance by the instructor) and will address the following topics.

- Describe the ideology/visions/beliefs of your approved educational theorist. Support your analysis with relevant quotations from your readings.
- What are the tenets of the person's theories?
- What do these schools of thought enlighten and make ambiguous?
- What issues or concerns did the theorist seek to address? What solutions are presented?
- What effects are prospectively presented by the theorist?
- What consequences are there for not attending to the system of beliefs?

Readings & Discussions: Students will be responsible for reading assigned materials, both of the course texts and other readings as assigned, prior to participating in the discussions and/or developing written assignments. Students may be asked to work in groups to process the information gleaned from the readings; this may occur through a variety of technologies.

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 judgment of the professor of record, the following scale will be used as a guide.

Report 30%

(Due: March 22, 2015)

Scholarly Paper 40%

(Due: May 3, 2015)

Discussion 30%

(A plagiarized assignment will earn a grade of "0")

Grading Criteria

Late work will not be accepted.

A=90-100; B=80-89; C=70-79; D=60-69; F=0-59

Textbooks

American Psychological Association. (2010). *Publishing manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Pai, Y., Adler, S. A., & Shadiow, L. K. (2006). *Cultural foundations of education* (4th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Tozer, S. E., Senese, G., & Violas, P. C. (2009). *School and society: Historical and contemporary perspectives* (6th ed.). New York, NY: McGraw Hill.

Course Information

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via MyLeo; all class emails from your instructor will be sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email us via the eCollege email system or your MyLeo email as our spam filters will catch yahoo, hotmail, etc.

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.

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.

Academic Honesty

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

Please see the TAMU-C Graduate Catalog (2001-02, pp. 17-18) and the Publication Manual of the American Psychological Association for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information.

Recommended websites to review include:

<http://www.plagiarism.org/>

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html> or

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

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 132

Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

References

- Baskin, K. (1998). *Corporate DNA: Learning from life*. Boston, MA: Butterworth Heinemann.
- Black, J. A., & English, F. W. (1986). *What they don't tell you in schools of education about school administration*. Lancaster, PA: Technomic Publishing Co.
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- Brooks, J. G., & Brooks, M. G. (1999). *In search for understanding the case for constructivist classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Brown, J. L., & Moffett, C. A. (1999). *The hero's journey: How educators can transform schools and improve learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
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- Capra, F., & Stendl-Rast, D. (1991). *Belonging to the universe: Explorations on the frontiers of science and spirituality*. San Francisco, CA: Harper Collings.
- Cunningham, W. G., & Cordeiro, P. A. (2000). *Educational administration: A problem-based approach*. Needham Heights, MA: Allyn and Bacon.
- Deal, T. E., & Peterson, K. D. (1994). *The leadership paradox: Balancing logic and artistry in schools*. San Francisco, CA: Jossey-Bass Publishers.
- Dewey, J. (1991). *How we think*. Amherst, NY: Prometheus Books.
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- Lambert, L. et al. (1995). *The constructivist leader*. New York, NY: Teachers College Press.
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- Palmer, P. J. (1993). *To know as we are known*. San Francisco, CA: HarperCollins Publishers.
- Perelman, L. J. (1997). *Technology and transformation of schools*. Alexandria, VA: National School Board Association.
- Picciano, A. G. (1998). *Educational leadership and planning for technology*. Upper Saddle River, NJ: Prentice Hall, Inc.

- Roblyer, M. D., & Edwards, J. (2000). *Integrating educational technology into teaching*. Upper Saddle River, NJ: Prentice Hall, Inc.
- Simon, R. I. (1992). *Teaching against the grain: Texts for a pedagogy of possibility*. New York, NY: Bergin and Garvey.
- Snider, W. (ed.) (1998). *Learn and Live*. Nicasio, CA: The George Lucas Educational Foundation.
- Warger, C. (1990). *Technology in today's schools*. Alexandria, VA: ASCD.
- Wheatley, M. J. (1999). *Leadership in the new science: Learning about organization from an orderly universe*. San Francisco, CA: Berrett-Koehler Publishers.