TEXAS A&M UNIVERSITY – TEXARKANA
DEPARTMENT OF EDUCATION ADMINISTRATION
EDAD 601
Foundations of Educational Administration
Spring, 2015

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I. Course Number: EDAD 601

II. Course Title: Foundations of Educational Administration

III. Semester Credit Hours: 3
The vision of the department of Education Leadership is to be an advocate for all Pre k – doctoral students both inside and outside the classroom. We propose to do this by focusing on the campus culture, climate, instruction, curriculum, staff development, student safety, facilities, school finance, and specifically on the diverse needs of our students.

**IV. 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.

**V. COURSE DELIVERY METHOD**
- **Place:** Online Collaborate Sessions, Face to Face Sessions, and Blackboard assignments
- **Day:** Thursday
- **Dates:** TBD
- **Time:** 5:00 PM – 9:00 PM

**VI. REQUIRED TEXTBOOKS**


*Supplemental Resources (also available under Library Resources)*
VII. STUDENT LEARNING OBJECTIVES

Curriculum Alignment Student Learning Outcomes

*Student Learning Outcomes:* Upon completion of the Doctor of Education in Educational Leadership Cooperative Doctoral Program students will be expected to demonstrate proficiency in the below Student learning Outcomes (SLOs). These SLOs are directly aligned with the TExES Superintendent Standards. Successful graduates of the program will demonstrate the ability to:

- **SLO 1:** Facilitate the articulation, formulation, and dissemination of a district vision of learning supported by the school community.

- **SLO 2:** Maintain a positive school culture for learning by promoting effective instructional programs, by applying best practices to student learning, and by designing and implementing comprehensive professional growth plans for staff.

- **SLO 3:** Manage the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

- **SLO 4:** Collaborate with families and other community members, respond to diverse community interests and needs, and mobilize community resources.

- **SLO 5:** Demonstrate a respect for the rights of others by acting responsibly.

- **SLO 6:** Articulate, analyze, describe, and communicate the larger political, social, economic, legal, and cultural context and advocate for all students.

- **SLO 7:** Employ the tenets of organizational leadership and reform to assist school districts in the development, implementation, and evaluation of educational programs.

VIII. COURSE OUTLINE

1. Through the analysis and evaluation of the six education leadership knowledge-based theories, students will develop a knowledge and understanding of the following theories and related applications through discussion boards, course assignments, and in-class activities:

   a. **Education Leadership Knowledge-based Theories:**
      i. Motivation Theory
      ii. Organizational Theory Applied to Education
      iii. Power Theory
      iv. Decision-making Theories
v. Accountability Theory in Education
vi. Education Leadership Theories

b. Education Leadership Knowledge-based Applications:
   i. The Structure of School Systems
   ii. Schools as Social Systems
   iii. School Culture and Climate
   iv. The Technical Core: Teaching & Learning in School Systems
   v. Educational Policy & Politics
   vi. School Effectiveness
   vii. Communication

IX. METHODS OF EVALUATION

This is a doctoral standing only course. Therefore, performance evaluations need to fit with the purpose and expectations of the cooperative doctoral program the above listed Student Learning Outcomes. Student performance in the following evaluation areas will be employed to determine final course grades:

   In-class Participation 20%
   Scholarly Paper/Presentation 30%
   Blackboard Discussions 30%
   Final Exam 20%

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

Library/Media Resources Assessment: (Special resources are often necessary to maximize the delivery of instruction as well as student learning in a course. Please list below all resources necessary for this course and secure signatures from the Library Director and/or the Associate Vice-President of Information Technology regarding availability)
## EDAD Writing Standards Rubric

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<th>5</th>
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<th>3</th>
<th>2</th>
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<tbody>
<tr>
<td>Assignment Requirements</td>
<td>Addresses and develops each aspect of the assignment and goes beyond the assignment prompt to address additional related material from the perspective of an administrator.</td>
<td>Addresses each aspect of the assignment from the perspective of an administrator.</td>
<td>Addresses the appropriate topic and partially fulfills assignment requirements from the perspective of an administrator.</td>
<td>Addresses the appropriate topic, but omits most or all of the assignment requirements from the perspective of an administrator.</td>
<td>Off topic or vaguely addresses the topic or does not address the issue from the perspective of an administrator.</td>
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<tr>
<td>Quality of Evidence</td>
<td>Provides details that help develop each element of the text and provide supporting statements, evidence or examples necessary to explain or persuade effectively from the perspective of an administrator.</td>
<td>Provides details that support the elements of the text with sufficient clarity, depth and accuracy from the perspective of an administrator.</td>
<td>Provides details that are loosely related to the elements of the text, but are lacking clarity, depth and accuracy from the perspective of an administrator.</td>
<td>Provides details that do not develop the elements of the text or do not develop them from the perspective of an administrator.</td>
<td></td>
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<tr>
<td>Quantity of Evidence</td>
<td>All points are supported by a sufficient number of details from the perspective of an administrator.</td>
<td>All points are developed, but some may need additional details from the perspective of an administrator.</td>
<td>Additional details are needed to develop some points from the perspective of an administrator.</td>
<td>Additional details are needed to develop most points from the perspective of an administrator.</td>
<td>Virtually no details are present from the perspective of an administrator.</td>
</tr>
<tr>
<td>Grammar and Mechanics and APA</td>
<td>Sentences are grammatically and mechanically correct. Correct use of APA</td>
<td>Some grammatical, mechanical, and APA errors exist, but do not affect readability.</td>
<td>A limited variety of grammatical, mechanical and APA errors exist.</td>
<td>A variety of grammatical and APA errors appear throughout the text possibly affecting readability.</td>
<td>Most sentences exhibit multiple APA, grammatical and mechanical errors, obstructing meaning.</td>
</tr>
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**Constantly arriving late or leaving class early will result in a deduction of a minimum of five points off.**

**A letter grade will be subtracted from any assignment not completed on time unless the professor accepts explanation &/or makeup and has prior notification.**
XII. STUDENT PARTICIPATION

a. Participation Policy
   - Attend class as determined by university calendar & course activities. Notify in advance if to be absent.
   - Participate in class discussions and comprehension activities as assigned
   - Present research reports on course topics
   - Complete professional readings on current issues
   - Complete assignments to demonstrate proficiency in the TExES competencies.
   - Students absent one period: required to DEMONSTRATE concepts missed, or average lowered by one grade

b. Course Etiquette:

   Students are expected to be professional while interacting online with the instructor and/or other classmates. Derogatory, rude, or offensive conduct will not be tolerated. This kind of behavior can result in failure of the course.

c. Discussion Board Standards

   Questions will be posted on Blackboard regarding instructional leadership after each class meeting. Each student is responsible for posting an original thread and required to comment on the post of two other class members. Students will have one week per Discussion Board to complete this activity and can receive up to 10 points per discussion question towards their final semester grade.

XIII. DISABILITY ACCOMMODATIONS

   Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

XIV. ACADEMIC INTEGRITY

   Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of ‘F’ in the course and/or disciplinary actions.

a. CHEATING

   All written work submitted for a grade in this course must be the product of your own composition. Papers and assignments written by previous students in the class can be tracked, and use of them by another student is considered cheating. Ideas generated
due to reading and group discussion may provide the inspiration for your work but should not be the sole ideas represented. With collaborative projects, of course, ideas should be representative of the group’s work.

b. **PLAGIARISM**

The act of presenting as your own work another individual’s ideas, words, data, or research material. The concept applies equally to written, spoken, or electronic texts, published or unpublished. All ideas and quotations that you borrow from any source must be acknowledged; at a minimum, you should give the name of your author, the title of the text cited, and the page number(s) of the citation. The only exception to this requirement would involve what is familiar and commonly held (e.g. the fact that the earth is round).

XV. **A&M-TEXARKANA EMAIL ADDRESS**

Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

XVI. **DROP POLICY**

To drop this course after the census date, a student must complete the Drop/Withdrawal Request Form, located on the University website (http://tamut.edu/Student-Support/Registrar/Dropping.html) or obtained in the Registrar’s Office. The student must submit the signed and completed form to the instructor of each course indicated on the form to be dropped for his/her signature. The signature is not an “approval” to drop, but rather confirmation that the student has discussed the drop/withdrawal with the faculty member. The form must be submitted to the Registrar’s office for processing in person, email Registrar@tamut.edu, mail (7101 University Ave., Texarkana, TX 75503) or fax (903-223-3140). Drop/withdraw forms missing any of the required information will not be accepted by the Registrar’s Office for processing. It is the student’s responsibility to ensure that the form is completed properly before submission. If a student stops participating in class (attending and submitting assignments) but does not complete and submit the drop/withdrawal form, a final grade based on work completed as outlined in the syllabus will be assigned.

Web-enhanced and online courses.
XVII. CLASS PARTICIPATION
Students are responsible for beginning their participation on the FIRST CLASS DAY by logging on and completing assignments according to the COURSE CALENDAR. Failure to submit online assignments between the first day of classes and the University census date (according to the University schedule) will result in an ADMINISTRATIVE DROP from the course.

XVIII. STUDENT TECHNICAL ASSISTANCE

- Solutions to common problems and FAQ’s for your web-enhanced and web courses are found at this link: http://www.tamut.edu/Training/Student%20Training/index.html
- If you cannot find your resolution there, you can send in a support request detailing your specific problem here: http://www.tamut.edu/techde/support.htm
- Blackboard Helpdesk contacts (office hours are: Monday - Friday, 8:00a to 5:00p)
  Julia Allen (main contact) 903-223-3154 julia.allen@tamut.edu
  Nikki Thomson (alternate) 903-223-3083 nikki.thomson@tamut.edu
  Jayson Ferguson (alternate) 903-223-3105 jayson.ferguson@tamut.edu
XVIII. TECHNICAL REQUIREMENTS
Minimum Windows PC Requirements:

- Pentium IV 1.5GHz+ (preferred: Core Duo)
- 1 GB RAM minimum (preferred: 2 GB)
- 128MB Video Card minimum - Sound Card is required for some courses
- 56K modem minimum (Cable or DSL required for some courses)
- Windows 2000, XP, Vista or 7
- Web browser (Internet Explorer 7.0+; Firefox 3.0+)
- Microsoft Word, minimum Office 97

Some courses will need plug-ins such as Flash player 10+, QuickTime player 7.0+, Adobe Reader 9.0+, Java Runtime Environment (Java 1.6.0_15), Windows Media Player 10+, RealPlayer, and Macromedia/Adobe Shockwave.

Some online courses may also require a CD ROM (8x minimum, higher recommended)

Blackboard has certified the following browsers for computers running Windows Operating Systems:

- Internet Explorer 8 or 9 (IE is not supported on Windows XP)
- Mozilla Firefox 3.6+
- Google Chrome

Minimum Apple Macintosh Requirements:

- Intel Core 2.0GHz+
- 1 GB RAM (preferred: 2 GB)
- 128MB Video Card minimum - Sound Card is required for some courses
- 56K modem minimum (Cable or DSL required for some courses)
- Web browser (Firefox 3.0+ ; Safari 3.0+)
- Microsoft Word, minimum Office 97

Some courses will need plug-ins such as Flash player 10+, QuickTime player 7.0+, Adobe Reader 9.0+, Java Runtime Environment, RealPlayer, and Macromedia/Adobe Shockwave.
Some online courses may also require a CD ROM (8x minimum, higher recommended)

Blackboard has certified the following browsers for computers running Macintosh Operating Systems:

- Mac OS 10.2 (Jaguar): (Safari 1 is compatible)
- Mac OS 10.3 (Panther): Safari 1.2 (Firefox 1.5 is compatible)
- Mac OS 10.4 (Tiger): Safari 2 and Firefox 1.5
- Mac OS 10.5 (Leopard): (Firefox 2.0 is compatible)

**I-OS and Android Devices**

These devices are currently supported using the Blackboard Mobile App, available for free from your App Store or scan the code below:

![QR Codes for App Store and Android Marketplace]

To access Texas A&M University - Texarkana, there is an individual license fee of $1.99 per year or $5.99 lifetime. This fee gives you access to the university from all your (same platform) devices; it is not necessary to pay the fee for each device you own.

*The Professor reserves the right to make changes to assignments, class schedule or syllabus.*