EdAd 647 Course Syllabus-Fall 2014

Instructor Information

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Required Textbook(s):

Rebore R., W. (2000). *The Ethics of Educational Leadership* (1st edition). ISBN-978-0137879205

Starrat R., J. (2004). *Ethical Leadership* (1st edition). Josey-Bass. ISBN- 978-0787965648

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

Course Description

This course 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 in 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 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 understanding of individual beliefs systems.
- To explore relevant thought from a variety of philosophical perspectives in order to gain grounding in the discipline.

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 relevant to public leadership.

2. The student will demonstrate an understanding of axiology, epistemological and ontological dimensions of philosophy.

3. The student will compare and contrast major philosophical thinking represented in the works and writings classical and contemporary as well as eastern and western philosophers.

4. The student will compare and contrast ethical theory and moral theory.

5. The student will compare and contrast ethical reasoning and moral decision making with school leaders actions.

6. The student will 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. The student will understand the relationship of ethical reasoning, moral responsibility and democratic community.

8. The student will understand educational administration and leadership as a caring profession.

9. The student will develop his/her individual understanding of moral imagination, conscience, and critical consciousness as each related to educational leadership.

Technology Requirements

This is an online class. All instructional activities and assignments will be delivered and received online using the eCollege learning media platform. The following technological resources will be required.

- Access to a computer with Internet access (high-speed preferred)
- Document Productivity Software (Microsoft Office preferred)

Access and Navigation

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

eCollege Access and Log in Information (7.1)

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamu-commerce.edu/login.aspx.

You will need your CWID and password to log into the course. If you do not know your CWID or have forgotten your password, please contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

Course and University Specific Procedures/Policies

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 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Scholarly Expectations:

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

Dropping the Class:

At times, we become overloaded or have unplanned events that demand our attention. If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. Please do not just disappear. If you fail to officially drop the class, a grade must be assigned at the end of the course.

Incomplete Grades:

Per university policy, you must visit with the instructor, develop, and sign "A 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." 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:

Please see the TAMU-C Graduate Catalog and the Publication Manual of the American Psychological Association (2010) 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. Consequences for academic dishonesty range from failing a specific assignment to expulsion from the University.

"Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to plagiarism (the appropriation or stealing of 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."

(Texas A&M University –Commerce, Graduate Catalog).

Course Assignments/ Activities

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:

1. **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.
2. **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.
3. **Assignments**: Throughout each module, you will be required to complete and submit brief assignments related to the weekly module's topic of discussion. For example, Module 1's assignment will consist of the following:
   Personal Values and Ethics Statement: Students will develop a statement of their personal and professional values and ethics. More information regarding the weekly assignment is found in the Assignment area of the particular Module.
4. **Book Report:** Students will be required to write a book report detailing major contributions and thoughts of their selected philosopher. 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 6th edition formatting). Due Date: TBD
5. **Research Paper:** 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 references in the text.
   Due Date: TBD

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.

5%	Class Participation
15%	Discussions
25%	Assignments
25%	Book Report
30%	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.

(92-100% of the total) = A

(83-92% of the total) = B

(74-82% of the total) = C

Less than 74% of the total points will result in an F for the course.

There are no provisions for late work in this class.

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.