Course Title: EDUL 7253 – Ethical Decision Making in Educational Leadership

Spring – 2013

Course Prefix:	**Course No.:**	**Section No.:**
EDUL	**7253**	

Department of	Educational Leadership and Counseling	**College of**	Education

Instructor Name:	*Dr. Lisa K. Thompson*
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Office Phone:	*936-261-3653*
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U.S. Postal Service Address:

Prairie View A&M University		
P.O. Box	519	
Mail Stop	MS 2400	
Prairie View, TX 77446		

Office Hours:	Monday	12:00 - 5:00 pm (NW)
	Wednesday	10:00 – 3:00 pm (PV)
	Thursday	10:00 – 3:00 pm (PV)
	Saturday	11:00 - 2:00 pm / 5:00 pm - 6:00pm

Virtual Office Hours:	M-F, 8-5 pm.

Course Location:	*Hybrid-Moodle* Delco – 232A
Class Meeting Days & Times:	Saturdays: 2:00 – 4:50

Catalog Description:	EDUL 7253 – Ethical Decision Making in Educational Leadership (3-0) Credit 3 semester hours. Provides students with the opportunity to apply concepts of ethical decision making to the personal and professional aspects of educational leadership. The concepts of reasoning, problem solving and critical thinking will be

examined.

Prerequisites:	Admission to Graduate Program; admission to Doctoral Program
Co-requisites:	1) All students are required to have email accounts and internet access for this course. Students that do not have internet access will NOT be allowed to participate in this course
Reference Text:	**Ethics: A Pluralistic Approach to Moral Theory – <u>Fourth Edition</u>** Author: Hinman, Lawrence. M Publisher: Wadsworth Copyright: 2008 ISBN-10: 0-495-00674-2 Paperback Edition **Professional Responsibility for Educators and the Texas Code of Ethics – First Edition** Author: Klinker, Thompson and Blacker Publisher: OMNI Publishers Copyright: 2011 ISBN-1-891172-53-0

Access to Learning Resources:	PVAMU Library:
	    phone: (936) 261-1500;
	    web: http://www.tamu.edu/pvamu/library/
	University Bookstore:
	    phone: (936) 261-1990;
	    web: https://www.bkstr.com/Home/10001-10734-1?demoKey=d
	
	Moodle - *E-Courses*

Course Outcomes/Objectives
At the end of this course, the student will

The purpose of this course is to examine and assist candidates in the development of skills required to expand upon their knowledge and understanding of ethical analysis and moral discernment. The candidates will explore the relationships between values and world views, the challenge of ethics in our current environment and the entrenchment of moral and deontological reasoning in an educational environment.

Instructional objectives of this course are:

- To provide students with an advanced understanding of ethics with particular emphasis on ethics in education;
- To expand upon the application of the building blocks of ethical analysis such as world view, moral values, moral agency and causes of distortion in moral reasoning;
- To familiarize students with the variety of deontological, teleological and other philosophies which provide the philosophical principles of ethical analysis;
- To explore the challenges of ethics in an organizational environment, i.e. relativism, hierarchy, and managerial decision making;
- To develop and expand upon the prerequisites of leading change in an environment of disequilibrium;
- Make explicit why and how values and ethics are integral parts of leadership
- Appreciate the links among moral philosophy, ethics of educational practice and organizational leadership

Topics:

- ☐ Moral rights
- ☐ Distortions in Moral Reasoning
- ☐ Kant
- ☐ Deontology
- ☐ Teleology
- ☐ Dialectical Reasoning
- ☐ Virtue theory
- ☐ Egoism
- ☐ Utilitarianism
- ☐ Kohlberg's stages of moral development
- ☐ World view, moral values, moral agency and moral issues
- ☐ Culture and Climate
- ☐ Decision Making
- ☐ Morality of Leadership
- ☐ Politics, Power and Conflict
- ☐ Texas Code of Educator Ethics

Note: If you have difficulty obtaining any of the needed resources/learning tools, please e-mail me as soon as possible so that I may assist you.

Course Schedule: (Adjustments Subject to Occur as Required by Professor) (See Handout)

Course Requirements & Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Grading Matrix

Instrument	Value (points or percentages)	Total
Blog	10 entries @ 10 pts. Ea.	100
Service Learning Project - Proposal (25) - Project (50) - Report (25)	1 project	100
Written Case Study	1 paper	100
Service Learning Presentation	1 presentation	100
Attendance/Participation /Disposition / Additional Assigned Work		100
Total:		**500**

Grading Scale

A = 450 - 500
B = 449 - 400
C = 399 - 350
D = 349 – 300
F = <300

Artifacts:
- ☐ Blogs
- ☐ Case Study
- ☐ Service Learning

Course Procedures

Submission of Assignments:
Assignments may be submitted via Moodle, PV Email, or hand delivered with the exception of Research and Reflective Papers! Research and Reflective Papers **MUST** be

submitted via **TURNITIN** on Moodle. All designated assignments must be uploaded to Outcomes where appropriate.

Formatting Documents:
Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

Exam Policy
Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook).

Professional Organizations and Journals
Harvard Education Review
American Journal of Education
Journal of Educational Concepts
National Journal of Urban Education and Practice
TASSP News Highlights
TEPSA Journal, Texas Elementary Principals and Supervisors Association
Journal of the American Psychological Association
AERA
Educational Leadership
Citation Style: Education Policy Analysis Archives
Digest of Educational Statistics
American Psychological Association

Legal and Other Resources:

Catalaw, Findlaw; OSEP (IDEA enforcement);
Findlaw
The Survey Research Center – Princeton University (Links to survey research centers)
The Writing lab – Purdue University (Assistance in becoming a better writer)

Discussion Requirement:
We will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor. ***Please do not submit attachments in the discussion zone of Moodle.***

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to

the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.

E-FOLD-P (Conceptual Framework)
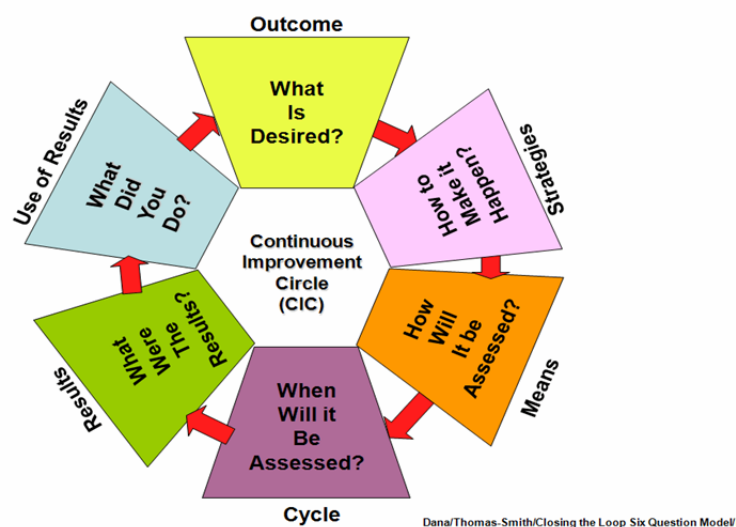### (Educator As Facilitator For Diverse Populations)

- To prepare beginning administrators as problem solvers, critical thinkers, and decision-makers.
- To prepare beginning administrators as facilitators of teacher and student growth and development through understanding of leadership dimensions.
- To provide beginning administrators with an awareness of human diversity and the importance of effective community and parental involvement.
- To prepare beginning administrators to be reflective and continual learners with knowledge and value of self-appraisal techniques and goal setting for a strong personal commitment.

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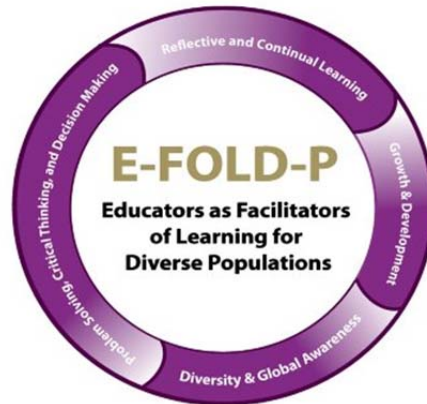
Closing the Loop

The Whitlowe R. Green College of Education is the leader of assessment, alignment and accountability. We totally embrace the concept demonstrated in the University's SACS Reaffirmation – Closing the Loop. All educators should utilize this model when ascertaining what their students know, knowledge as to whether or not students are capable of facilitating academic understanding through transference and definitively proving that students possess the outcomes expressed by the course.

**Quality Without Compromise
Closing the Loop
The Six Question Model at Prairie View A&M University**

Outcome

What Is Desired?

Use of Results

What Did You Do?

How to Make it Happen?

Strategies

Continuous Improvement Circle (CIC)

How Will It be Assessed?

Means

What Were The Results?

Results

When Will it Be Assessed?

Cycle

Dana/Thomas-Smith/Closing the Loop Six Question Model/

University Rules and Procedures

Disability Statement (See Student Handbook):
Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic Misconduct (See Student Handbook):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.

2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: use of invented information or falsified research.

4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook)
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct (See Student Handbook):
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Late work policy:
"To be early is to be on time. To be on time is to be too late. To be late is unacceptable."

 In other words, late work is not accepted.

Attendance Policy:

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process
Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:
-Pentium with Windows XP or PowerMac with OS 9
-56K modem or network access
-Internet provider with SLIP or PPP
-8X or greater CD-ROM
-64MB RAM
-Hard drive with 40MB available space
-15" monitor, 800x600, color or 16 bit
-Sound card w/speakers
-Microphone and recording software
-Keyboard & mouse
-Netscape Communicator ver. 4.61 or Microsoft Internet Explorer v/ 5.0/plug-ins
-Participants should have a basic proficiency of the following computer skills:
 ·Sending and receiving email
 ·A working knowledge of the Internet
 ·Proficiency in Microsoft Word
 ·Proficiency in the Acrobat PDF Reader
 ·Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette): students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

Communication Expectations and Standards:
All emails or discussion postings will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following ***my receipt*** of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

Submission of Assignments:
Assignments, Papers, Exercises, and Projects will distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

Discussion Requirement:
Because this is an online course, there will be no required face to face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.

NOTICE OF EQUAL OPPORTUNITY

Prairie View A&M University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Name: Renee R. Williams
Title: Equal Opportunity Compliance Officer/Title IX Coordinator
Office: PVAMU Office of Student Affairs & Institutional Relations

Texas Administrative Code

TITLE 19   EDUCATION

PART 7   STATE BOARD FOR EDUCATOR CERTIFICATION

CHAPTER 247   EDUCATORS' CODE OF ETHICS

RULE §247.2   **Code of Ethics and Standard Practices for Texas Educators**

a) **Statement of Purpose**. The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

b) **Enforceable Standards**.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal or personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

> (i) The nature, purpose, timing, and amount of the communication;
>
> (ii) The subject matter of the communication;
>
> (iii) Whether the communication was made openly or the educator attempted to conceal the communication;
>
> iv) Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
>
> (v) Whether the communication was sexually explicit; and

(vi) Whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Grading Rubric for Research Papers

TOPICAL INFORMATION

Exceptional - 4	Acceptable - 3	Below Expectations - 2	Unacceptable -1
Quality of Information contained is directly related to the theory or practice being discussed. Additional information serves to enhance the argument.	Most information is directly related to the theory /practice discussed.	Additional information is limited or loosely related. Half of the information is directly related to the theory discussed. No additional supporting information is provided.	There is a lack of clarity with regard to the theory discussed. Information contained is confusing and/or not related.

RESEARCH ELEMENTS

Exceptional - 4	Acceptable - 3	Below Expectations-2	Unacceptable - 1
Theory is analyzed using the questions provided. A balanced representation of all evidence is present. Theory is directly related to larger topics and trends in Human Resource Management.	Theory is analyzed using the questions provided. A somewhat balanced representation of all evidence is present.	Theory is loosely connected to larger topics and trends in leadership. Theory is analyzed but not clear whether the questions provided were used. A one-sided representation of the evidence is present	Little or no connections to larger topics. Analysis of theory is limited. Argument is incomplete and/or unbalanced. Connections are not made to larger topics.

GRAMMAR, SYNTAX AND APA FORMAT

Exceptional - 4	Acceptable - 3	Below Expectations - 2	Unacceptable - 1
No spelling, grammatical, or punctuation errors. References are accurately cited using APA format. All other formatting requirements are followed.	Minimal (1-4) spelling, grammatical, or punctuation errors. References are accurately cited using APA format. All other formatting requirements followed.	A Moderate number (5-9) of spelling, grammatical, or punctuation errors. References are accurately cited using APA format. Errors in formatting requirements are present.	More than 10 spelling, grammatical, or punctuation errors. References are accurately cited using APA format. Formatting requirements were not adhered to at all.

Grading Rubric for Threaded Discussions

Category	Strong (4)	Capable (3)	Developing (2)	Needs Improvement (1)
Knowledge	• Shows full knowledge and understanding • Can explain and elaborate	• Shows understanding • Can explain but not elaborate	• Rudimentary understanding of information • Trouble explaining and elaborating	• Does not have grasp of information • Replies to postings are inadequate and lack substance
Content	• Ideas clear and focused • Topic covered thoroughly • Ideas supported with significant detail	• Ideas clear but information is general • Adequate details that generally support ideas	• Ideas are clear • Information is general • More details are needed to support ideas	• Writing not clear or focused • Information and details are significantly limited
Organization	• Organization enhances the theme • Information is logically arranged • Order is easy to follow • Ideas are well connected	• Information is arranged logically • Order is easy to follow • Ideas at times not well connected or developed	• At times lacks logical arrangement • Order hard to follow • Ideas presented randomly	• Organization vague • No clear direction • Little evidence of organizational plan
Participation	• Completes all required assignments • Writing tasks meet word length requirements • All work on time	• Completes all required assignments • Writing tasks do not always meet word length requirements • All work on time	• Completes all required assignments • Some work is turned in past due	• Does not complete all required activities

Grading Rubric for Oral Presentations

Category	Target	Acceptable	Unacceptable	Score
Content	• Presentation communicated major ideas and strategies affecting building and district leadership • Presentation communicated significant theories identified and discussed	• Presentation communicated the majority of ideas affecting building and district leadership • Presentation communicated some ideas and theories identified and discussed	• Presentation failed to communicate major ideas affecting building and district leadership • Presentation failed to communicate significant theories and discussions	
Format	• Presentation used engaging and interactive visuals to focus attention on specific salient points • Presentation was well timed and succinct.	• Presentation used some engaging and interactive visuals to focus attention on salient points • Presentation was planned but somewhat disorganized	• Presentation failed to use interactive and engaging visuals • Presentation was ill planned	
Handouts	• Handouts were interactive, attractively displayed and required participant focus	• Handouts were attractively displayed	• Handouts failed to demonstrate requirements for adult learning	
Technology	• Technology was integrated throughout the presentation using Smart Boards	• Some aspects of technology were integrated in the presentation	• Presentation failed to accurately integrate technology	

CASE STUDY ASSIGNMENT

This assignment consists of the development of two case studies involving ethical issues that a superintendent or a higher education executive might encounter. The candidate will examine two cases in one of the following areas: teacher/faculty/staff performance and ethical behavior in involving relationships with colleagues. For each case candidates must:

Phase 1:   Identify the appropriate ethical and sometimes legal issues that are central to the case.

Phase 2:   Determine and cite all relevant federal, state or district/unit policies for each case.

Phase 3:   Present a plan of action for handling the situation (i.e., procedures) that addresses the ethical aspects of each case. The plan must include the best possible ethical resolution (i.e., consequences) for each case.

Phase 4:   Write a reflection based upon interactions with all involved parties regarding (A) integrity that demonstrates respect for the rights of others with regard to confidentiality and dignity through honest communication; (B) fairness that demonstrates impartiality, sensitivity, and ethical considerations through interactions with others; and (C) ethics that explains decisions based upon ethical and/or legal principles.

Grading Rubric for Case Studies

Criteria	Unacceptable	Mastery	Exceeds Mastery
Ethical Issue(s)	Very few ethical Issues were appropriately identified or were inaccurately identified for the case, which demonstrates no understanding or applying content knowledge about legal principles to promote safety.	Most ethical Issues were appropriately identified for the case, which demonstrates some understanding or applying content knowledge about legal principles to promote safety.	All ethical Issues were appropriately identified for the case, which demonstrates extraordinary understanding or application of content knowledge in educational leadership.
Ethical Citations	Very few relevant cases, legislation, or policies were appropriately cited, which demonstrates no understanding of the laws enacted by local, state, and federal authorities.	Most of the relevant cases, legislation, or policies were cited, which demonstrates some understanding of the laws enacted by local, state, and federal authorities.	All of the relevant cases, legislation, and policies were appropriately cited, which demonstrates extraordinary understanding of the laws enacted by local, state, and federal authorities.
Plan of Action	Very few appropriate procedures and consequences based upon the ethical issues were determined.	Most procedures and consequences based upon the ethical issues were appropriately determined.	All procedures and consequences based upon the legal issues were appropriately determined.
Ethics Reflection	Poorly explains decisions based upon ethical principles.	Adequately explains decisions based upon ethical principles.	Extraordinarily explains decisions based upon ethical principles.

ETYMOLOGY OF "FLIPPED" CLASS PRESENTATIONS

Candidates are expected to participate in several group class presentations using a format known as "flipping". The flipped method of knowledge acquisition requires that the roles of professor and candidates are reversed for discussion and presentations. It contains elements of the Socratic Method and to a lesser degree, problem based learning.

Flipped presentations are dependent upon candidate cooperation and interaction with your professor. While this may sound similar to a traditional course approach, the differences are distinct. In a flipped course, candidates are required to read the assigned material, forward _group_ questions to your professor and based on your professor's response, prepare a total class presentation of the material with all candidates participating in the process.

The process, therefore, for completing a flipped assignment and delivering your class presentation is as follows:

- ➢ Complete the assigned readings
- ➢ Compile a list of questions for forwarding to your professor
- ➢ Develop a class presentation based on readings, questions and answers to the questions received from your professor
- ➢ Develop a class presentation covering _all_ elements of the class reading material
- ➢ Presentations should incorporate these features: embedded video, role-playing, posters, power-point (only as one method of delivering the presentation and not encompassing the entire presentation), the inclusion of a recording of the presentation, as well as other traditional components of instructional delivery

All presentations are expected to be equal to a presentation delivered to a national conference and/or uploaded to YouTube

TEXAS CODE OF EDUCATOR ETHICS

Course Name: _____   Date: _____

Professor: _____   Semester/Term: _____

I, _____, TEA # _____certify
        (Printed Name)
That I have read a copy of the Texas Code of Educator Ethics as provided to me by
Dr. Lisa K. Thompson, Associate Professor, Department of Educational Leadership
and Counseling.

_____
(Signature)

_____
(Date)

Prairie View A&M University
Whitlowe R. Green College of Education
Department of Education Leadership and Counseling

<u>Please read, sign and date this form. Thank you in advance for your cooperation.</u>

I have received a copy of the syllabus for this course and I understand that I am responsible for knowing and following the information contained herein.

I further understand that I am responsible for providing my TEA ID number and signing the TEA Acknowledgement of Ethics as a part of state mandated statute.

_____
Please print your name legibly.

_____
Signature

_____
Date

The College of Education is currently going through an accreditation review by NCATE:

http://www.ncate.org/

The ability of PV's COE to continue to provide quality educational opportunities to current and future student requires the college to continue to maintain NCATE's accreditation. The COE is requiring all students to create an eportfolio in ecourse to achieve this mandate. All students are required to go into eportfolios/Mahara and build their personal portfolio. The link to eportfolios is already in ecourse, just look to the right side and you will see the link, click on the link and you should be able to directly enter eportfolios or you may have to reenter your ecourse user name and password.

The following required information will need to be uploaded and created by all students:

1. Your photo or selected image
2. Resume
3. The COE has to be able to present to the NCATE auditing team examples of student work beginning with the year that you enrolled in the university. So create a label with the year that you enrolled, for instance 2010 and post submitted assignments under that created label.
4. The assignments (artifacts) this year will automatically go into your eportfolios because I have identified them, so you don't have to do so for Spring 2013.
5. Some of your classes may have required you to submit assignment into eportfolios in the past so those assignments are not required to be recreated if it already in eportfolios. Please refer to the attached instructions that have been provided by IT for any clarification you may need.

Please upload required assignments no later than 2/8/13 because the preliminary report has to be forwarded to NCATE by that due date.

Your Timely Efforts in This Endeavor is Much Appreciated,

Dr. Thompson

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