EDLD 6314, Section 001
CA 228 (Mon. 7-9:30)
Fall 2017
Office: Faculty Center, 219
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Program Identity Statement: Engaging the Culture; Elevating the Discipline

Alignment with Carnegie Project on the Education Doctorate (CPED):

1. Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
2. Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
3. Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.

Professionals in Educational Organizations

Course Description

The nature of professionalism in education; points of conflict between bureaucratic and professional norms; accommodations to conflict; integrating professional norms with organizational requirements; organizational leadership of professionals; the character of professional associations in education.

Rationale

We certainly expect people to behave professionally on the job, any job. Professionalism, however, does not apply the same across all jobs, even though certain behaviors tend to be universal, such as civility. How a doctor behaves in an emergency room during a disaster is quite different than a CEO addressing a board of directors during a quarterly meeting. Moreover, there are substantial differences of professionalism between prek-12 and higher education. Even within prek-12 and higher education there are extensive differences. This course examines major principles that govern professionals and their behavior in a variety of educational contexts in which they may work.
Course Objectives/Learning Objectives

- Summarize key aspects of professionalism from the scholarly literature.
- Support major claims of professionalism from the scholarly literature.
- Analyze an educational situation to develop a problem of practice in the context of professional domains.
- Predict what improvements can be made by addressing the problem of practice through professionalism principles.
- Relate perspectives from various professionalism concepts as they apply to several different educational contexts.
- Justify one’s professionalism based on expertise, experience, background, and scholarly literature.

Major Course Requirements

- **Readings**: Required reading is from two types of documents. The information and due dates are listed below in the section on *Course Schedule*.

- **Some Guidelines for All Written Assignments**:
  
  a. Follow APA guidelines, including proper cover page and reference page. Up to 11% of points can be deducted for not following APA guidelines. Times New Roman 12 font is used throughout.

  b. Papers are to be double spaced throughout and use standard paragraph indentation. Often Word defaults to extra spacing between paragraphs. To have only double spacing throughout the paper, highlight your entire document; click on ‘Paragraph’ in the toolbar; under ‘Spacing’ make sure ‘Before’ and ‘After’ are set at ‘0’; under ‘Line Spacing’ click the arrow and select ‘Double’ and this will make the entire document double spaced.

  c. No first person or second person pronouns are to be used unless a paper or a section requires a reflection.

  d. The paper is left justified except for headings. Major headings must be centered, boldface, no italics, no underline. Sub-headings are left justified and boldface.

  e. Here are some keys for writing.

    1) Punctuation goes inside quotation marks. For example: In today’s political environment “education administrators face troubling pressures from all stakeholders,” according to Jones (2016, p. 221). Also, in scholarly and professional writing (in contrast to creative writing, e.g.) a series of concepts is separated by commas. For example: Davis (2015) stated the decision making process found in educational systems is largely top-down, complex, and confusing with little tolerance for naysayers, opposing
insights, dissent, or collaboration. If there is a series that requires colons and semi-colons for clarification the format is as follows. There are four major areas in which administrators should be trained: (a) content expertise, (b) legal context, (c) fiscal management, and (d) people skills (Bisby, 2014). Never use abbreviations, such as ‘e.g.’ or ‘i.e.’ or ‘vs.’ in the body of the paper but only in parentheses. Never use ‘etc.’ because information must be provided and not assumed.

2) Do not quote material extensively. At the doctoral level, it is expected you can evaluate material, synthesize it, and restate it in your own words while giving proper credit. For example: Davis and Barkley (2015) wrote that the education has gravitated toward an accountability model for success based on fiscal solvency.

3) If you quote from a source make sure APA is followed, including following the format according to APA for citing from the internet.

4) Use the word ‘and’ when in the body of the paper and the ampersand (&) in parentheses, except in the reference page. For example in the text of the paper: Driscoll and Berry (2016) related greed and arrogance often lead to poor decision making. An alternative to this is format is: Greed and arrogance often lead to poor decision making (Driscoll & Berry, 2016). Notice the placement of both the ampersand and the punctuation.

5) Never use first names when citing authors in the body of the paper and in the reference page. Only use authors’ first and/or middle initials in the reference page and never in the body of the paper. The following is incorrect for the body of the paper: Using research data in its proper context can have long term decision making benefits (Hart, C. J. & Littleton, K. D., 2007).

6) Never use language in the body of a paper such as: In the article “Administration as a Career Path in Education,” from the journal Academy of Educational Administration Journal, Pat Cassey (2013) explained the difficulties and rewards of becoming an administrator and developing a career. The proper structure is: Cassey (2013) explained an administrative career in education can have its difficulties and rewards.

f. Only scholarly and professional material is to be used for support and examples. Sources, such as magazines, wikipedia, dictionaries, and encyclopedias are neither scholarly nor professional sources.

g. The running head for the cover page is different than the header for all other pages. Make sure this is correct. To make the cover page header different than the following pages in your paper: click on ‘Page Layout’ in the tool bar; click on the arrow to the right of ‘Page Setup’; when the new popup window appears, click the ‘Layout’ tab; click the box ‘Different first page’; click ‘okay’ to save the format. Make sure you place information in the header and that it is not typed at
the top of every page. Also, make sure you have appropriate page numbers. Word does not automatically default to Times New Roman 12 for header information so make sure you make the changes. Again, the entire paper is Times New Roman 12 font.

h. Only one space after a semi-colon; and colon: See, just one space.

i. If papers do not conform to these and other APA standards, they will not be assessed, will be returned with a grade of ‘0’ and you will have three days to make the corrections to resubmit it from the time I return it to you.

j. Do not write an abstract as that is for research manuscripts.

1. Reading Log: You are responsible for your own reading. Yikes—What does that mean? This course is based on a premise that was synthesized from the Professionalism literature:

   Professionalism is situated in specialized contexts and guided or governed by the principles, ethics, academic discipline, values, philosophies, and ideologies that influence actions.

Although we may expect certain actions of professionalism in education, particular behaviors tend to reflect the context in which a person is employed. For example, a school district or a public university in one part of the state may exemplify different values than other districts or universities even though the state has set standards applying to all.

Thus, the reading log reflects your specialized context (expertise, background, experience, commitment, etc.) and, yet, meets the requirements of the course. Here is how it works:

- There are two texts for the course with a total of 34 chapters. You are accountable to read and report on 20 of the 34 chapter. No more than 3 CASEs in the Higher Education text can be used for the reading log. You can read more, but the report requirements are only for no more than 3 CASEs and only the first 20 will be graded.
- You must report on 10 chapters from one text and 10 chapters from the other text.
- The Reading Log has the following requirements:
  - Standard cover page;
  - Format—Follow the format and repeat for every chapter. The entire text has 1” margins, indent for new paragraphs (items), double-space, Times New Roman 12 font. In essence, follow APA.

   (Example for headings and content: a bit if a departure from APA and it’s okay)

Text: (state the title of the book)

Chapter Two: Professionalism as a Life Choice
Purpose: The purpose of the chapter was to demonstrate how one’s commitment
to his or her profession reflects his or her personal values. (only one sentence)

Support: Crane, Samson, and Elliott (2015) provided empirical evidence that few people separate their personal values from their professional ones. They found personal values were highly correlated to professional decision making values in five areas: (a) financial management; (b) personal well-being; (c) communication style; (d) conflict resolution; and (e) interpersonal skills. (No more than 50 words in this section for each entry)

• No need for a conclusion.
• Need a reference page. Make sure you follow APA for how to enter authors for the text as well as edited chapters.
• Each chapter review is worth up to 10 points for a total of 200 points. Points will be deducted for lack of attention to APA.

2. Professionalism Paper: The professional paper is based on the concept of a Problem of Practice.

“Problem of Practice: A Problem of Practice is as [sic] a persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which has the potential to result in improved understanding, experience, and outcomes” (CPED).

The paper has the following requirements. Use the items in bold as headings.

• Standard cover page;
• Introduction: The introduction is one paragraph that provides the general context/background of the problem. The final sentence in the paragraph begins with: The purpose of the paper is…. This section is worth up to 10 points.
• Problem of Practice: Identify a problem in education that has a potential for resolve. The problem must be established as something that has been persistent, such as unacceptable test scores, low graduation rates, or lack of resources, etc. Explain why this is a problem that needs to be addressed. It must be grounded in one to two Professional Domain(s). Professional Domains were discussed in class. In essence, you address this question: How is the problem of practice related to the professional domain(s)? This is worth up to 20 points. Establish this context of the problem of practice in one to two paragraphs, then use the following as subheadings.
o **Improve Understanding**: If this problem was resolved, how would it help enlighten stakeholders to the situation? This subheading is one to two pages and worth up to 10 points.

o **Improve Experience**: If the problem was resolved, how would practice change? This subheading is one to two pages and worth up to 10 points.

o **Improve Outcomes**: If the problem was resolved, what results would be enhanced? This subheading is one to two pages and worth up to 10 points.

This entire section of the paper is worth up to 50 points.

- **Professionalism in the Education**: Professionalism is grounded in domains, as discussed earlier in the course and explained in the article “Toward a practical definition of professional behaviour.” Use the one to two domains you originally selected for the paper and explain how these professionalism domains serve as a foundation to improve practice. This section of the paper is one to two pages and worth up to 30 points.

- **Conclusion**: This is one paragraph and summarizes the main points of the paper. It is worth up to 10 points.

- **References**: Make sure you follow APA for references.

Points will be deducted for not adhering to APA throughout. The following is an example of how the body of the paper is structured.
Running head: SHORT TITLE (in the header not in the body of the paper)

Introduction (heading is centered)

(Indent for all new paragraphs and write your text)

Problem of Practice (heading is centered)

(Indent for all new paragraphs and write your text)

Improve Understanding (subheading is left justified and at 1" margin)

(Indent for all new paragraphs and write your text)

Improve Experience (subheading is left justified and at 1" margin)

(Indent for all new paragraphs and write your text)

Improve Outcomes (subheading is left justified and at 1" margin)

(Indent for all new paragraphs and write your text)

Professionalism in Education (heading is centered)

(Indent for all new paragraphs and write your text)

Conclusion (heading is centered)

(Indent for all new paragraphs and write your text)

References (begin on a new page) (heading is centered)
3. Classroom Discussions: There are extensive discussions each week. You are expected to participate according to your experience, expertise, background, and readings.

- Expectations
  - Readings: There are two texts for the course (other readings may be assigned). In the schedule on following pages, each week’s topic is listed. Beginning with October 11 (Sept 20 being the exception) you are to look through the two texts and decide what topics in the texts are relevant to the topic for the night’s discussion. **You do not have to read the entire chapter(s) just those sections you think are relevant.** For example, for October 11 one of the texts has an entire chapter on bureaucracy. In addition, the other text has a short section on the functionalist perspective to communication, which is fundamentally based on the same principle as the bureaucratic one. Other areas of the texts help expand the concept of bureaucracy. You are not limited to the texts. Feel free to read other material and use it in the discussions.

  - When discussing issues, make sure you reference the readings in your comments.

- Participation
  - For full points, discussion will be engaging, topic relevance (no bunny trials), refer to readings and professional literature when relevant, advances the topic, and does not dominate the discussion.

  - Points are deducted for not adhering to the standards above, as well as reduced participation, no participation, interrupting others, and/or lack of civility.

Assignment Summary

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Log—no make-up assignments</td>
<td>200 points</td>
<td>See the schedule</td>
</tr>
<tr>
<td>Professionalism Paper—no make-up assignments</td>
<td>100 points</td>
<td>See the schedule</td>
</tr>
<tr>
<td>Classroom Discussions—no make-up assignments for missing a discussion</td>
<td>300 points total. Missing each discussion results in a 25 point reduction for each one missed.</td>
<td>Each meeting day</td>
</tr>
<tr>
<td>Total</td>
<td>600</td>
<td></td>
</tr>
</tbody>
</table>

**Grading**

90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 50-59% = F
**Reading Requirements**


**State Adopted Proficiencies for Teachers and/or Administrators/Counselors** n/a

**TExES Competencies** n/a

**Course Policies**

*Attendance/tardiness:* It is expected that you attend every class session and are on time.

*Late work:* No late work is accepted except for extenuating circumstances approved by the instructor.

*Extra Credit:* No extra credit work is provided.

*Cell Phone/Electronic Device Usage:* Cell phones and other electronic devices are to be turned off during class time. Approved electronic devices include the use of a computer for note taking.

**Academic Integrity/Plagiarism.**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in and “F” for an assignment. Additional academic dishonesty and/or plagiarism will result in an “F” for the course.
**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Friday, November 15, 2017 is the last day to drop a class with an automatic grade of “W” this term.

**Required methods of scholarly citations:** APA 6th Edition

**Classroom/professional behavior**

It is expected that classroom, campus, and community behavior are exemplary of professionals and scholars in higher education. Although we can have a great deal of fun and should enjoy the educational experience, overall behavior should reflect dignity and respect for each other, the field of study, and the society we serve.

**Statement of Civility**

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Grade Appeals**

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure
13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through Academic Affairs at [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf). For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Disabilities Accommodations**

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 believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116, disability.services@tamucc.edu.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Course Schedule**

**Required Reading & Meetings**


<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and Assignments</th>
</tr>
</thead>
</table>
| 8.30  | (1) Review Syllabus; Introductions  
|       | (2) Background to the course |
|       | **Foundation**         |
| 9.6   | (1) Theory             |
| 9.13  | (1) Problem of Practice |
| 9.20  | (1) Defining Professionalism  
|       | Read before class: Towards a Practical Definition of Professional Behaviour  
|       | (Article will be provided) |
| 9.27  | (1) Educational Objectives |
| 10.4  | (1) Professionalism and Educational Objectives |
|       | **Concepts**           |
| 10.11 | (1) Bureaucracy        |
| 10.18 | (1) Professional Norms |
| 10.25 | (1) State Educational Objectives |
| 11.1  | (1) Conflict           |
| 11.8  | (1) Bureaucracy, Norms, Objectives: Conflict |
|       | **Integration**        |
| 11.15 | (1) Leadership         |
| 11.22 | (1) Thanksgiving—Reading Day |
| 11.29 | (1) Organizational Requirements. Professionalism Paper Due |
| 12.6  | (1) Role of Professional Organizations |
| 12.13 | (1) Outcomes and Assessments. Reading Log Due |