Course Title: Ethics in Equity for Art Education
Semester Credit Hours: 3
Course Code: AOEU ARE549 / Morningside EDUC500 AOE049
Prerequisites: None

Schedule

This course is worth 3 credit hours and will run for eight weeks. Participants will be invited to the course two days before the scheduled start date, giving them time in advance for organization and planning. Official interactive learning will begin on the first Monday of the month in which the course runs.

Instructor

Instructor details and contact information are provided in the learning management system. Office hours are available by appointment only.

Course Description

Art educators and artists have unique qualities and skill sets that make them innovative leaders. This course looks at the role of art leaders in contemporary equity and ethics issues, offering multiple voices from around the world. Examine leadership fundamentals as a means of understanding one's own strengths and skills. Participants will take a deep look at the role of reflective practices and how understanding the adult learner impacts professional relationships for effective leadership. Participants will leave this course with a stronger concept on how their role in art education holds the responsibility of making change through the lens of equitable and ethical practices, including foundational advocacy research to inspire others to follow their own visions.

Course Objectives

Upon successful completion of this course, participants will be able to:

1. Deconstruct the concept of "Ethical Leadership" and how it is presented in the field of education (CI.PLO.6)
2. Evaluate the importance of ethics in the leadership role and how reflective leadership practices are essential (CI.PLO.6)
3. Dissect the characteristics of andragogy compared to pedagogy and how the role of the leader takes these into account when building a sense of community (CI.PLO.1, CI.PLO.5)
4. Build an inventory of different leadership styles and the individual impacts of each on success in the field of art education (CI.PLO1)

5. Assess how the role of Art Education leadership can be an agent for change in the community when it comes to equity, through the identification of growth areas and providing opportunity (CI.PLO.3)

Required Materials

Purchase: Brooks, J. & Normore, A. (2018). *Leading Against the Grain, Lessons for Creating Just and Equitable Schools*. Teachers College Press. https://www.tcpress.com/leading-against-the-grain-9780807758717

Additional Materials

- Computer with basic audio and video output equipment
- Internet access (broadband recommended)
- Basic computing skills (see AOEU's *Technology Requirements*)
- Access to AOEU's online learning platform, Brightspace, to view course content, submit assignments, and engage in discussion (provided)
- Word-processing platform (Microsoft Office, Pages, Google Docs)

Course Schedule

See the online course calendar in the LMS for specific due dates.

Week	Activity	Topic	Point Value	Estimated Workload Hours
Week 1	Discussion Board	• Reflect on personal leadership styles, including areas of strength and growth, identify goals as an art ed leader and interest in ethical leadership.	30	8 Hours
Week 1	Assignment	• Comparative analysis of leadership styles and their impacts on arts ed	50	
Week 2	Discussion Board	• Evaluate the role of the arts in ethics and equity	30	18 Hours
Week 2	Assignment	• Examine the ideas around ethical leadership to develop your own set of guidelines for what it means to be an ethical and equitable leader in arts education.	50	
Week 3	Discussion Board	• Examine and analyze the characteristics of the adult learner and how arts leaders need to use their knowledge of andragogy to build community in their organization.	30	20 Hours
Week 3	Assignment	• Develop a problem solving activity to be used with a professional group you work with to get feedback on how to solve a problem relevant to this group.	50	
Week 4	Discussion Board	• Research, explore, and evaluate a variety of reflective leadership practices.	30	25 Hours

Week 4	Assignment	• Create a reflection routine for yourself to use to help you become a more ethical and equitable arts leader.	50	
Week 5	Discussion Board	• Identify your professional relationships and explore ways that communication and community can foster stronger relationships with those groups.	30	20 Hours
Week 5	Assignment	• Create a collaborative learning tool for a professional group to discuss the importance of an equity and ethics arts topic important to this group to develop a shared vision.	50	
Week 6	Discussion Board	• Evaluate the characteristics of an inspirational leader, how the arts prepares you to be an inspirational leader, and the leadership potential for impacting the field of art education.	30	18 hours
Week 6	Assignment	• Through interview, analysis, and reflection, evaluate an inspiring leader you know, lessons to be learned from them, and a plan for how to implement this knowledge in your own leadership practices.	50	
Week 7	Discussion Board	• Assess how the role of Art Education leadership can be an agent for change.	30	20 Hours
Week 7	Assignment	• Complete advocacy research to inspire others to follow their own visions.	50	
Week 8	Discussion Board	• Reflect on personal growth.	25	15 Hours
Week 8	Assignment 8	• Revise portfolio artifacts and submit a final portfolio.	50	
Total			**635**	**144 Hours**

Evaluation Method

The Art of Education University implements weighted grading. In this course, the assignments are worth 80 percent of the grade and the discussion boards are worth 20 percent of the grade. This allows for proportional emphasis to be placed on the work that most demonstrates an individual student's mastery and understanding of course learning objectives without minimizing the value of the learning and collaboration that takes place within the discussion board forums. For further explanation, review the Weighted Grades - Student Support in the Student Handbook.

Participants are expected to submit all activities by the due dates and progress through the course content in numerical order. All activities, including discussion

board posts, peer responses, and assignments, are evaluated by the instructor using a rubric.

Participant grades are always available in the online grade book inside the LMS. It is the participant's responsibility to check the online grade book frequently and contact the instructor with questions.

APA Requirements
AOEU follows the American Psychological Association (APA) as the required writing style for all written assignments. All written papers must be double-spaced using a standard, 12-point font (Times New Roman, Arial, and Helvetica are preferred). In-text citations and those in reference lists must follow APA formatting. Consult the _Publication Manual of the American Psychological Association, Seventh Edition (2020),_ or Library Services: APA Style and Citation Support for more information about formatting in APA style.

All writing assignments require APA formatting and citations. APA format for assignments includes double-spacing and using a standard, 12-point font. Include complete citations for all writing and images that are not your own. Cite all sources according to APA style. Discussion board postings do not require APA formatting; however, all relevant sources must receive credit. Sources can be included within the text, listed as references, or hyperlinked in your discussion board post.

Discussion Boards

Participants interact, collaborate, and share information on discussion boards. Each participant posts an initial contribution, addressing required discussion board questions, and reads and responds to peer posts as required. Participants have two days after the discussion board due date to read and respond to each other's posts. Instructors will evaluate all discussion board posts using a rubric.

Assignments

Assignments are completed by course participants, addressing required criteria detailed in the course. All assignments are submitted to the instructor inside the LMS. All assignments are evaluated by the instructor using a rubric.

Portfolio

At the end of this course, participants will create a final portfolio of coursework that demonstrates a holistic view of learning.

Course Policies

It is important for participants to review all of AOEU's Academic Policies. Contact your instructor with questions.

Add/Drop Policy

Students who drop a course before midnight Central time (UTC-5) on the seventh day of the course are eligible for 100% tuition reimbursement. Dropped courses will not be displayed on the student's transcript. See AOEU's Add/Drop, Withdrawal, and Tuition Reimbursement policy.

Withdrawal Policy

Students requesting a withdrawal may do so by midnight Central time (UTC-5) at 60% of the completion length of the course and are eligible for 100% tuition reimbursement. See the academic calendar in the Graduate Catalog for specific dates. The course will be documented as a formal withdrawal (W) on the student's record. Refunds will be processed for the original transaction amount. Discount codes cannot be reused.

The only exception to the official withdrawal deadline is for documented cases of medical/health problems precluding the student from completing the term. To request an exception, complete the Special Request Form and attach the related documentation from a medical provider. Under no circumstances can a withdrawal be processed in the last week of a term. See AOEU's Add/Drop, Withdrawal, and Tuition Reimbursement policy.

Academic Integrity

The Art of Education University believes academic integrity is essential to maintain the validity of all grades earned and to protect the integrity of the university, students, and graduates. Therefore, AOEU adheres to the highest standards in the assessment of student scholarly work. AOEU is committed to enrollment policies that support student success and maintain academic integrity.

Plagiarism
All work submitted and/or presented by students must be original and properly credit all outside inspiration. Original, cited work includes, but is not limited to, individual and group assignments in written, oral, and electronic forms and any artistic creations.

Originality Detection

The Art of Education University uses an online originality detection system, which allows faculty to scan submitted coursework against academic journals, sources across the internet, and assignments previously submitted to AOEU. Faculty may also use search engines to detect similarities.

Graduate-Level Writing

Principles of academic integrity include ensuring that the quality of student work product is consistent with the degree level. Originality detection software not only detects plagiarism but also serves as a teaching tool to support proper academic writing. If a student's abilities are deficient in graduate-level writing, The Art of Education University may require additional modules or tutorials to complete a course.

Violations

Violations are cumulative throughout the student's tenure at the university. Violations detected in two courses will result in Disciplinary Probation. Students violating the terms of Disciplinary Probation may be dismissed from the program. See the Academic Integrity Policy.

Grading Policy

Grading Scale and Grade Point Average (GPA)

The Art of Education University uses a grading scale to compute grade point averages and assign grades. Transfer credits are not included in the GPA. Master's degree students can view their GPA in their AOEU account on the Manage My Degree tab. See AOEU's Grading Policy.

Letter Grade	Percentage	GPA
A	90-100%	4.0
B	80-89%	3.0
C	70-79%	2.0
D	60-69%	1.0
F	0-59%	0.0

Grading Requirements

Students must earn a final grade of B (80%) or higher, or a minimum of a 3.0 GPA, to earn graduate credit for coursework to count toward program completion.

Late Work

Assignment deadlines are posted in the LMS. According to the grading rubric, the instructor will note unexcused late work and this will result in a point deduction. It is the student's responsibility to check the grade book frequently. Students should contact their AOEU instructor immediately to discuss extension options should an unforeseeable circumstance prevent them from completing an assignment by the due date and according to the Course Participation Policy. Technology issues are not grounds for late work extensions.

Assignment Extensions

AOEU instructors will work with students to set reasonable extensions (an agreed-upon time frame by both the instructor and student) for assignments when unforeseen situations arise. To qualify for an extension, students must reach out to their instructor at least 24 hours before a deadline to communicate their inability to complete the assignment on time. Point deductions will not occur for prearranged and instructor-approved extensions. Point deductions will occur if the instructor is notified less than 24 hours before the due date or after the assignment is due.

Incompletes

All work must be completed by the course end date, regardless of individual assignment extensions given within the course timeframe. In extenuating circumstances, an instructor may grant a course incomplete of no more than seven days beyond the course end date. Incompletes are granted only for extenuating, unpredictable, life-altering circumstances. Documentation may be requested.

Participation and Substantive Interaction Policy

Students who do not turn in work or substantively interact for a consecutive 50% of the coursework will be administratively withdrawn, resulting in a grade of W recorded on the student's academic transcript. Bulk assignment submissions are not permitted.

A faculty member may withdraw a student at any time if the student's participation or lack thereof merits a withdrawal. The decision by the faculty member to withdraw a student includes students who only participate in the discussion forums or who fail to submit quality written assignments. This lack of academic participation does not

meet the rigor outlined in the course that would enable students to meet the course learning objectives.

600-level core courses require student implementation of feedback on action research assignments in order to advance toward course completion. Students who fail to incorporate feedback adequately cannot appropriately progress in the course and will be administratively withdrawn. See AOEU's Course Participation Policy.

Satisfactory Academic Progress Policy

Satisfactory academic progress (SAP) consists of both a GPA component (qualitative) and a course progress component (quantitative) and is checked at the end of every term. To maintain good standing, students must earn a minimum GPA of 3.0 or a final course grade of B. Students who do not maintain SAP are subject to the Academic Probation Policy.

Americans with Disabilities Act

The Art of Education University is committed to complying with all applicable provisions of the Americans with Disabilities Act (ADA) of 1990. The Art of Education University does not discriminate against any qualified applicant because of an individual's disability or perceived disability. In keeping with the ADA, regulations in 29 CFR Part 1630 (1992) and the Rehabilitation Act of 1973 (Section 504), The Art of Education University will provide reasonable academic accommodations for students who provide formal documentation outlining their disabilities and their reasonable and appropriate requests. The institution admits students regardless of race, color, national origin, disability, sex, or age.

To receive disability services at The Art of Education University, the student must submit an Accommodation Application for review. See the Americans with Disabilities Act (ADA) policy.

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individual student in a course. Any other use of the materials violates the enrollment agreement.

The Art of Education University encourages academic scholarship resulting in papers, publications, and presentations and respects student ownership in these areas. Students maintain full ownership of materials developed within the scope of the coursework.