NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course Canvas site for enrolled students and may be more current than this sample syllabus.

Course Name: Ethical Practice
Course Number: AHE 645
Credits: 3
Instructor name: Louise Michelle Vital, PhD
Instructor email: vitall@oregonstate.edu

Course Description
This course will focus on ethical theories with an emphasis on practical applications in higher education.

Communication
Please post all course-related questions in the General Discussion Forum so that the whole class may benefit from our conversation. Please email your instructor for matters of a personal nature. I will reply to course-related questions and email within 24-48 hours. I will strive to return your assignments and grades for course activities to you within seven days of the due date.

Course Credits
This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

Technical Assistance
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Learning Resources

Additional readings and supplemental materials will be posted on Canvas.

Note to prospective students: Please check with the OSU Bookstore for up-to-date information for the term you enroll (OSU Bookstore Website or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

Canvas
This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.
Measurable Student Learning Outcomes

- Describe and compare major ethical theories.
- Interpret ethical codes of professional practice in U.S. higher education.
- Reflect on and discuss actions and potential actions involving professional practice in higher education through the lens of different theories.
- Create and evaluate a framework for applying ethical theories to practical problems in higher education.
- Develop a statement of own professional ethics and its influence on own professional practice in higher education.

Evaluation of Student Performance

- Informational Quizzes: 7 points
- Discussions: 14 points
- Reflexive Writing: 7 points
- Peer/Self Feedback: 4 points
- Undergraduate HEI Assignment: 3 points
- Essay: 10 points
- Group Facilitation: 25 points
- Final Paper: 30 points

Evaluation Standards

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numerical Value</th>
<th>Notation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.000</td>
<td>100-95</td>
<td>Exceptional</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>94-90</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>89-87</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>86-83</td>
<td>Superior</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>82-80</td>
<td></td>
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<tr>
<td>C+</td>
<td>2.3</td>
<td>79-77</td>
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<tr>
<td>C</td>
<td>2.0</td>
<td>76-73</td>
<td>Average</td>
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<tr>
<td>C-</td>
<td>1.7</td>
<td>72-70</td>
<td></td>
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<tr>
<td>D+</td>
<td>1.3</td>
<td>69-67</td>
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<tr>
<td>D</td>
<td>1.0</td>
<td>66-63</td>
<td>Inferior</td>
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<tr>
<td>D-</td>
<td>.07</td>
<td>62-60</td>
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<tr>
<td>F</td>
<td>0.0</td>
<td>59 or below</td>
<td>Failure</td>
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This course is offered through Oregon State University Extended Campus. For more information visit: http://ecampus.oregonstate.edu.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments: Readings &amp; Supplemental Materials</th>
<th>Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction&lt;br&gt;Why ethics in higher education?</td>
<td>• Instructor video lecture&lt;br&gt;• Text: Introduction (p. 1-19)&lt;br&gt;• Reading: CAS Statement of Shared Ethical Principles (p. 1-2)&lt;br&gt;• Reading: Ethics matters: Managing ethical issues in higher education (p. 1-36)&lt;br&gt;• Video Series: Ethics in Higher Education (48 min)</td>
<td>• Informational Quiz 1&lt;br&gt;• Online discussion&lt;br&gt;• Undergraduate institution review&lt;br&gt;• Reflexive writing</td>
</tr>
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<td>2</td>
<td>Value Theory&lt;br&gt;&lt;i&gt;Hedonism&lt;/i&gt;&lt;br&gt;&lt;i&gt;Desire Satisfaction&lt;/i&gt;</td>
<td>• Instructor video lecture&lt;br&gt;• Text: Chapters 1-4 (p. 23-60)&lt;br&gt;• Assigned readings on Canvas</td>
<td>• Informational Quiz 2&lt;br&gt;• Online discussion&lt;br&gt;• Essay&lt;br&gt;• Reflexive writing</td>
</tr>
<tr>
<td>3</td>
<td>Normative Ethics Part I&lt;br&gt;&lt;i&gt;Morality and Religion&lt;/i&gt;&lt;br&gt;&lt;i&gt;Natural Law&lt;/i&gt;&lt;br&gt;&lt;i&gt;Egoism&lt;/i&gt;</td>
<td>• Instructor video lecture&lt;br&gt;• Text: Chapters 5-8 (p. 63-119)&lt;br&gt;• Assigned readings on Canvas</td>
<td>• Informational Quiz 3&lt;br&gt;• Group facilitation with case study&lt;br&gt;• Online discussion&lt;br&gt;• Peer/self feedback&lt;br&gt;• Reflexive writing</td>
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<td>4</td>
<td>Normative Ethics Part II&lt;br&gt;&lt;i&gt;Consequentialism&lt;/i&gt;&lt;br&gt;&lt;i&gt;Kantian Perspective&lt;/i&gt;</td>
<td>• Instructor video lecture&lt;br&gt;• Text: Chapters 9-12 (p. 120-193)&lt;br&gt;• Assigned readings on Canvas</td>
<td>• Informational Quiz 4&lt;br&gt;• Group facilitation with case study&lt;br&gt;• Online discussion&lt;br&gt;• Peer/self feedback&lt;br&gt;• Reflexive writing</td>
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<td>5</td>
<td>Normative Ethics Part III&lt;br&gt;&lt;i&gt;Social Contract&lt;/i&gt;&lt;br&gt;&lt;i&gt;Ethical Pluralism&lt;/i&gt;&lt;br&gt;&lt;i&gt;Absolute Moral Rules&lt;/i&gt;</td>
<td>• Instructor video lecture&lt;br&gt;• Text: Chapters 13-16 (p. 194-255)&lt;br&gt;• Assigned readings on Canvas</td>
<td>• Informational Quiz 5&lt;br&gt;• Group facilitation with case study&lt;br&gt;• Online discussion&lt;br&gt;• Peer/Self feedback</td>
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<tr>
<td>6</td>
<td>Normative Ethics Part IV&lt;br&gt;&lt;i&gt;Virtue Ethics&lt;/i&gt;&lt;br&gt;&lt;i&gt;Feminist Ethics&lt;/i&gt;&lt;br&gt;&lt;i&gt;Meta Ethics&lt;/i&gt;&lt;br&gt;&lt;i&gt;Ethical Relativism&lt;/i&gt;&lt;br&gt;&lt;i&gt;Moral Nihilism&lt;/i&gt;&lt;br&gt;&lt;i&gt;Moral Objectivity&lt;/i&gt;</td>
<td>• Instructor video lecture&lt;br&gt;• Text: Chapters 17-18 (p. 256-290)&lt;br&gt;• Text: Chapters 19-21 (p. 293-342)&lt;br&gt;• Assigned readings on Canvas</td>
<td>• Informational Quiz 6, 7&lt;br&gt;• Group facilitation with case study&lt;br&gt;• Online discussion&lt;br&gt;• Peer/self Feedback&lt;br&gt;• Reflexive writing</td>
</tr>
<tr>
<td>7</td>
<td>Non-Western Ethical Approaches&lt;br&gt;&lt;i&gt;African Ethics&lt;/i&gt;&lt;br&gt;&lt;i&gt;Buddhism&lt;/i&gt;&lt;br&gt;&lt;i&gt;Confucianism&lt;/i&gt;</td>
<td>• Instructor video lecture&lt;br&gt;• Assigned readings on Canvas</td>
<td>• Online discussion&lt;br&gt;• Reflexive writing</td>
</tr>
<tr>
<td>8</td>
<td>Ethical Leadership in Higher Education</td>
<td>• Instructor video lecture</td>
<td>Final Paper</td>
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Discussion Participation
Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course. You will need to participate in our discussions on at least two different days each week, with your first post due no later than Wednesday evening, and your second and third posts due by the end of each week.

Incompletes
Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don’t wait until the end of the term; let me know right away.

Guidelines for a Productive and Effective Online Classroom
Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university’s regulations regarding civility. Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.
Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:
• Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
• Read your posts carefully before submitting them.
• Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
• Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

Statement Regarding Students with Disabilities
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Accessibility of Course Materials
All materials used in this course are accessible. If you require accommodations please contact Disability Access Services (DAS). Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.
**Expectations for Student Conduct**
Student conduct is governed by the university’s policies, as explained in the [Student Conduct Code](http://ecampus.oregonstate.edu).

**Academic Integrity**
Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit [Student Conduct and Community Standards](http://ecampus.oregonstate.edu), or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:
   i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.
   ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.
   iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).
   iv) TAMPERING - altering or interfering with evaluation instruments or documents.
   v) PLAGIARISM - representing the words or ideas of another person or presenting someone else’s words, ideas, artistry or data as one’s own, or using one’s own previously submitted work. Plagiarism includes but is not limited to copying another person’s work (including unpublished material) without appropriate referencing, presenting someone else’s opinions and theories as one’s own, or working jointly on a project and then submitting it as one’s own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

**Conduct in this Online Classroom**
Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility.
**Tutoring**

NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the Tools button in your course menu.

**OSU Student Evaluation of Teaching**

Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.