

AUGUSTA STATE UNIVERSITY**College of Education****Department of Educational Leadership, Counseling and Special Education****EDLR 7570 Ethics and Issues in Educational Leadership (2-2-3)****Professor: Dr. Olajide Agunloye****oagunloy@aug.edu****706-667-4495****Office Hours 11:30 a.m.–7:30 p.m. (WRF)****Course Description**

This course addresses educational leadership as a crucial component in improving school effectiveness and student achievement. Candidates will examine and develop advocacies and ideological platforms for moral and ethical dimensions of leadership centered around purpose, values, and beliefs. The course examines problems and emerging practices in light of recent knowledge, research, and societal demographics related to school leadership. School/district level performance-based field/lab exercises required.

Textbooks/Required Readings/Recommended Readings

Strike, K.A., Haller, E.J., & Soltis, J.F. (2005). *The Ethics of School Administration*. New York: Teachers College Press.

LiveText

All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

Course Objectives

The Candidate will:

1. Reexamine educational leadership philosophy and ideological commitments as they

- relate to ethical leadership roles in a democratic society.
2. Review and discuss the foundational leadership course themes as each relates to the vision and ethical role of change agent in school settings: honesty, inner coherence, courage, keen sense of justice, right use of power, and “for the common good.”
 3. Demonstrate the ability to analyze broadly and to speak or write convincingly when responding to leadership case studies or other prompts.
 4. Engage in the design of a school improvement project (SIP) in collaboration with either a school principal or a district administrator. The SIP will aid in improving an ethical issue(s) that needs addressing at the school or district level.
 5. Articulate a personal and a professional code of ethics.

College of Education Conceptual Framework

Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

Element: Prepared (PD)

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element: Able (AD)

A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners

Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

Program-Specific Standards Addressed in This Course

ELCC Standard Five

Georgia Professional Standards Commission Standard Five

ISLLC Standard Five

Method of Instruction

Readings, discussions, case studies, seminar sessions, field experiences, presentations, research, essays, and school improvement project

Course Schedule

Class One: *Beginning with the End in Mind: Diversity and Ethical Reasoning*

Prior to class read the following and **be prepared to discuss:**

Strike, Haller, and Soltis (*The Ethics of School Administration*) Chapter Seven

In-Class Assignment #1: Chapter 8: Case #7 (due during class)

Class Two: *Administration and Ethical Reasoning*

Prior to class read the following and be prepared to discuss:

Strike, Haller, and Soltis (*The Ethics of School Administration*) Chapter One

In-Class Assignment #2: Chapter 8: Case #4 (due during class)

TWO Assignments due at this class:

- Written abstract of School Improvement Project (Use form and obtain appropriate signature) and present to class.
- Written responses to questions in your assigned case

Class Three: *Intellectual Liberty and Ethical Reasoning*

Prior to class Read the following and be prepared to discuss:

Strike (*The Ethics of School Administration*) Chapter Two

In-Class Assignment #3: Chapter 8: Case #8 (due during class)

ONE Assignment due at this class:

- Collect examples of local, state, and national codes of ethics for educators. National codes of ethics must include at least two different examples. Analyze the documents for similarities and differences. Present your findings in a brief essay in APA style. Include copies of the various codes in the appendix of your paper.

Class Four: *Individual Freedom, Public Interest, and Ethical Reasoning*

Prior to class read the following and be prepared to discuss:

Strike (*The Ethics of School Administration*) Chapter Three

In-Class Assignment #4: Chapter 8: Case #11

ONE Assignment due at this class:

- Written analysis of assigned case (first case)

Class Five: Equal Educational Opportunity and Ethical Reasoning

Prior to class read the following and be prepared to discuss:

Strike (*The Ethics of School Administration*) Chapter Four

In-Class Assignment #5: Chapter 8: Case #14

ONE Assignment due on this date:

- Written analysis of assigned case (second case)

Class Six: Educational Evaluation and Ethical Reasoning

Prior to class read the following and be prepared to discuss:

Strike (*The Ethics of School Administration*) Chapter Five

In-Class Assignment #6: Chapter 8: Case #17

ONE Assignment due at this class:

- Written analysis of assigned case (Third case)

Class Seven: Educational Authority, Accountability, Community, Professionalism and Ethical Reasoning.

Prior to class read the following and be prepared to discuss:

Strike (*The Ethics of School Administration*) Chapter Six

Class Eight

TWO Assignments due at this class:

- Personal professional Code of Ethics
- School Improvement Project

Performance Assessment

The Candidate will

1. Read all texts as assigned prior to class and be prepared to actively participate in class discussions and in-class assignments each week.
2. Complete and submit responses to case studies as assigned.
3. Write a professional code of ethics pertaining to educational leadership.
4. Design a school improvement project (**related to an ethical issue**) in collaboration with either a school principal or district administrator.

Specific Assignment Descriptions

ANALYSIS OF CODES OF ETHICS PAPER

Collect examples of local, state, and national codes of ethics for educators. National codes of ethics must include at least two different examples. Analyze the documents for similarities and differences. Present your findings in a brief essay in APA style. Include copies of the various codes in the appendix of your paper.

CASE STUDIES

The following model that consists of three specific sections must be used for responding to assigned cases.

1. **State** the ethical problem or dilemma: Do not tell me all of the facts of the case. State the problem (Make sure you clearly identify the ethical issue) in **one or two paragraphs. Be clear, concise, and complete.**
2. **Analyze** the problem. This section is the longest section of your paper (three or four pages). **Use the questions** that are provided to demonstrate your ability to **make connections** from relevant theoretical models, research, and ethics in terms of leadership, administration, and decision making to diagnose the problem(s) more completely. **Apply** what we have read and discussed in class to the case you are studying. **Explore different points of view**—the perspectives of key players and how these are significant. What are the ethical or moral principles around your problem in the case? How do these principles relate to the problem? What conflict around these principles arises in the case? What are the alternative actions that might address the problem(s)? What are the advantages and disadvantages of each possible response?
3. **Prescribe or plan** to remedy the problem(s): Assume the leadership role in your response. You are the one who will lead the action in response to the problem. Make your response from that perspective. You must address these questions in the final section of your case paper: **What** is the action that you consider most appropriate? **Explain how** you would implement it. **Why** did you select this action/response to the problem?

Case analysis should be no more than five pages, double spaced, one inch margins, and font 12-point. The cover and reference pages are not included in your five page response limit. APA style should be followed consistently and correctly. An Abstract is not required for these assignments.

FIELD EXPERIENCE

In collaboration with a principal or district administrator, each candidate will **design** a school improvement project that **addresses an ethical issue and results in change at the school**. Each project must include a (1) **rationale, supported by research, that describes the need and explains the ethical issues around the need**, (2) **goal(s) and objectives**, (3) **plan of operation detailing how the change will be led by the candidate**, (4) **an evaluation process related to the goal(s) and each objective**, and (5) **implementation information** to include but not limited to the budget, coordination efforts, personnel, resources, and timeline. An eight to ten page narrative is required as well as a documentation log showing a minimum of thirty hours of work.

The documentation log in addition to reporting time must explain the activity and its relationship to the SIP. The narrative must clearly address the relationship between the ethical issue and the SIP. Candidates must submit a project abstract and a signed field experience sheet at class two. A signed field evaluation sheet completed by your coach must be included in the appendix of your final paper. This means you must meet with your coach, discuss your proposal, and allow for your coach to complete the evaluation sheet prior to the last class meeting. Candidates who fail to include the signed field evaluation sheet with their final paper will not receive credit for the SIP.

Areas that are approved to serve as focus of SIP include, but are not limited to, the following:

Politics of Education, Children of Poverty, Class and Race in Education, Testing, Technology in Education, School Choice, No Child Left Behind, Charter Schools, Teaching the Bible, Zero Tolerance, Gender Issues, Sexual Orientation, Right to Privacy, Vouchers, Inclusion, Community, Decision Making, Conflict, Accountability, Intellectual Freedom, Grading, Value Clarification, Gifted Education, Stipends, Student Dropout.

NOTE: Character education programs will not be approved for SIP.

PERSONAL CODE OF ETHICS PAPER

Candidates will prepare a personal code of ethics and present this code in a formal paper in APA style. Although this is a personal code, do not write in the first person. What you say will represent your attitudes, values, and beliefs; you can do this without using the “I” word. (an educational leader)

Cover Page in APA style

Introduction: This section should set the context for what follows in your paper. It is your “big picture” section. It should demonstrate your knowledge and understanding of ethics (principles and theories).

You should address ethics and educational leadership as you understand them. **Identify and explain through definition and example ethical principles/theories, moral principles/virtues that you feel should guide educational leaders** (about two to three pages).

Guiding Principles: This is the personal section of your paper and should reflect how you see yourself as a person and as an educational leader. Here you take ideas you presented in introduction and “personalize” them.

1. **State directly your personal** guiding principles for being an ethical educational leader. For each guiding principle you present, use a stem such as
 - a. **As an educational leader, one must**
 - b. **The first ethical principle for educational leadership is**
 - c. **Educational leaders act ethically by**
 - d. **An ethical educational leader is**
 - e. **Create your own—just be consistent in applying the stem for each principle you present. (How many principles?)**
2. Follow the statement of each of your principles with a brief **explanation of the principle** (let me repeat—you want to explain the ethical element addressed in the principle (two to three paragraphs))
3. Conclude with **explaining the relationship** of this principle to being an educational professional with specific application to educational leadership. (three to five pages)

Summary: Revisit the key ideas that you present (This is the “tell me what you told me”) and **address their relevance for ethical educational leadership in the twenty-first century** (This is the “bring it on home connection” in one to two pages).

Reference(s)

Criteria for evaluating student work will include, but not be limited to the following.

Exemplary	Proficient	In Progress	Unacceptable
Demonstrates a thorough understanding of the ethical issue(s) and specifics of the situation under consideration through discussion, definition, examples, research, connection to texts and readings, etc.	Demonstrates an acceptable understanding of the ethical issue(s) and specifics of the situation under consideration through discussion	Demonstrates a minimal understanding of the ethical issue(s) and specifics of the situation under consideration	Fails to identify or describe the ethical issues under consideration
Explains with clarity and supports the reasons for outcomes, actions, and choices in situations under consideration	Demonstrates the ability to recognize multiple ethical issues in situations	Describes only a portion of the ethical issue or issues in the situation under consideration	Demonstrates a lack of understanding of the ethical issues and specifics of the situation under consideration
Includes a clear and concise summary of the major ethical points under consideration	Provides some analysis of factors associated with the issues, criteria for making choices, and specifics under consideration	Provides little analysis of factors associated with issues, criteria, and specifics under	Provides a description but no analysis of the issues or factors in the situation under consideration

		consideration	
Recognizes and responds to ethical subtleties in situations under consideration	Identifies ethical subtleties in situations under consideration	Confuses administrative practice problems with ethical issues	Fails to identify varying points of view in situation under consideration
Suggests strategies or approaches for resolving issues and for applying principles appropriately	Suggests a possible approach for resolving an issue under consideration and cites a principle for applying to the situation	Sometimes applies principles, recommends strategies for applying ideas or resolutions of situations	Fails to suggest strategies for resolving dilemmas or situations and omits or gives inadequate descriptions of means for applying principles to situations
No grammatical or APA style errors	Few grammatical errors and APA style errors	Several grammatical and editorial errors	Numerous grammatical or editorial errors
Presents information in a well-written and understandable manner	Presents information understandably	Presents information in an unorganized manner	Presents information in a manner that is difficult to understand

Scoring of Assignments

In-Class Case Analysis 40 points

Code of Ethics 40 points

 Analysis of representative codes of ethics (20 points)

 Personal Professional Code of Ethics (20 points)

Case Presentations (three x 20 points each) 60 points

School Improvement Project 40 points

Class Participation (including attendance, conduct, etc.) 20 points

TOTAL 200 points

Grading

180 > A

160 – 179 B

140 – 159 C

120 – 139 D

139< F

Other Important Information

Attendance

Augusta State University requires class attendance. Roll will be taken each class. The Augusta State University Catalog allows a professor to withdraw a student from a class should a student be absent for more than 10 percent of the class time, regardless of the cause. In our case, since we meet just eight times, a student can not miss more than ONE class. Given the rigor of graduate work, there are no excused absences in this course. Students are responsible for signing in at each class and for signing out if leaving before the class is concluded.

APA Style

All written work is to follow the American Psychological Association (APA) style manual, sixth edition (2009). APA style addresses the mechanics of writing as well as the format for citation of references. General assistance with APA style is available online at

<http://owl.english.purdue.edu/owl/resource/560/01/>

Assignments

Assignments will not be accepted beyond the due date and will not be graded (i.e., the grade will be zero). If you cannot attend class, it is your responsibility to turn in any assignment due before class begins on the due date. Example: class begins at 4:30 p.m. on the 30th, and you cannot attend, you must have the assignment in my possession by 4:29:59 p.m. on the 30th to receive a grade other than zero.

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 2009–10 *Augusta State University Catalog*. In part, the policy reads:

Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or

other illustrative materials unless the information is common knowledge.
(p.43)

Pipeline Account

Students are encouraged to check their Pipeline account daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus Internet cafes for students who do not have access from a home computer.

Department of Educational Leadership, Counseling and Special Education Website

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical> A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

Writing Center

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

Students with Disabilities

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

Student Safety

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-

1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

Cell Phones

The use of cell phones for calls, text messaging, or other tasks is prohibited in class.

Bibliography

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Georgia Professional Standards Commission (2001). *The code of ethics for educators*. Atlanta.

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Paul, R., & Elder, L. (2003). *Ethical reasoning*. Dillon Beach, CA: The Foundation for Critical Thinking.

Sergiovanni, T.J. (1996). *Moral leadership: Getting to the heart of school improvement*. San Francisco: Jossey-Bass.

Sharpiro, J.P., & Stefkovich, J.F. (2005). *Ethical leadership and decision making in education*. Mahwah, NJ: Erlbaum Associates.