

AUGUSTA STATE UNIVERSITY
College of Education
Department of Educational Leadership, Counseling and Special Education

EDLR 7570 Ethics and Issues in Educational Leadership (3-0-3)

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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. Activities and assignments of the course will require careful reflection on the values held by candidates and on their leadership practices. A 30 hour performance-based field experience is 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.

Warnick, B.R., & Silverman, S.K. (2011). A framework for professional ethics courses in teacher education. *Journal of Teacher Education*, 62(3), 273-285.

Georgia Professional Standards Commission. (2001). *The Code of Ethics for Educators*.

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 student 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,

3. courage, keen sense of justice, right use of power, and “for the common good.” 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 level.
5. Articulate a personal and a professional code of ethics.

College of Education Conceptual Framework

The preparation of teachers and other school personnel is critical to all other professions, and to communities, the state, and the nation. The professional educator plays an essential role in student learning. The Conceptual Framework of the professional education unit at Augusta State University consists of a mission and vision with an overarching theme to produce **prepared, able, and responsive** professionals to teach and support diverse learners.

This mission and vision requires a partnership between the professional education unit including the College of Education, the College of Arts and Sciences, the local community educational system, community agencies, and the Professional Development School Network.

Conceptual Framework: Mission

Our mission is to educate prospective school professionals to be knowledgeable, effective, and ethical practitioners.

Conceptual Framework: Vision

Our vision is to prepare school professionals who transform P-12 learners into thinking, productive citizens.

Standard: Prepared

Disposition: To think critically about the process of teaching, learning and assessment.

Competencies: Candidates who are prepared will:

- P1 - demonstrate strong content and pedagogical preparation in their respective subject area or professional field.
- P2 - use self assessment and analysis as a basis for collaboration with colleagues, continuing professional development and lifelong learning.
- P3- possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or professional field of study and create learning experiences that enable all students to learn.
- P4- demonstrate an understanding about how students learn and develop (intellectually, socially, and individually) and provide developmentally appropriate curricula, learning opportunities and support.
- P5- demonstrate knowledge about how to use information and technology effectively to foster active inquiry, collaboration, and supportive interaction in educational

settings.

Standard: Able

Dispositions: To be creative, challenging, and flexible in teaching/professional practices.

Competencies: Candidates who are able will:

- A1 - understand, use, and support a variety of instructional strategies to encourage critical and creative thinking, problem solving, and achievement.
- 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 using knowledge of subject matter, the learners, the community, and curriculum goals.
- A4- understand and use authentic assessment to evaluate and ensure the continuous development of the learner.
- A5- organize, allocate, and manage resources to support learning.

Standard: Responsive

Disposition: To act in a manner that is empathetic, responsive, enthusiastic, inclusive, and reflective in relations with students, parents, peers, and others.

Competencies: Candidates who are responsive will:

- R1- respect the dignity of all persons believing that all children can learn and have the right to an opportunity to do so.
- R2- translate knowledge into creating and supporting meaningful experiences for diverse learners.
- R3-accept responsibility for teaching and working in authentic settings with diverse populations of learners.
- R4- demonstrate a commitment to meet the educational needs of learners in a fair, caring, nondiscriminatory, and equitable manner.
- R5 reflect on practice and continually evaluate the effects of choices and actions on others (students, parents, and other professionals in the learning community).
- R6- foster professional 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

The student will demonstrate the ability to make ethical decisions in a variety of educational situations using personal and professional codes of ethics (GA PSC Standard Five).

Methods of Instruction

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

Course Schedule

Class One August 15, 2011

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

Strike (*The Ethics of School Administration*) Chapter One
Administration and Ethical Thinking

Class Two August 22, 2011

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

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

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 August 29, 2011

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

Strike (*The Ethics of School Administration*) Chapter Three
Individual Freedom and Public Interest

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 September 12, 2011

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

Strike (*The Ethics of School Administration*) Chapter Four
Equal Educational Opportunity

ONE Assignment due at this class:

- Written analysis of assigned case (first case)

Class Five September 19, 2011

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

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

ONE Assignment due on this date:

- Written analysis of assigned case (second case)

Class Six September 26, 2011

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

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

Educational Authority and Accountability: Community, Democracy, and Professionalism

ONE Assignment due at this class:

- Written analysis of assigned case (Third case)
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Class Seven October 3, 2011

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

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

Diversity, Multiculturalism, and Religion

TWO Assignments due at this class:

- Personal professional Code of Ethics (Handout with guidelines provided.)
- School Improvement Project

CASES

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 generally should be five pages, double spaced, one inch margins, and font 12-point. The cover and reference pages are not included in your five page response. APA style should be followed consistently and correctly. An Abstract is not required for these assignments.

Performance Assessment(s)

FIELD EXPERIENCE

GA PSC Standard Five

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:

Ensuring the Equitable Distribution of Teachers, 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.

Weighting of Assignments

Code of Ethics	30 points
Analysis of representative codes of ethics (15 points)	
Personal Professional Code of Ethics (15 points)	
Case Presentations (three)	30 points
School Improvement Project	40 points

Grading

90>	A
80 – 89.99	B

70 – 79.99 C

60 – 69.99 D

59.99< F

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.

Rubric

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 consideration	Provides a description but no analysis of the issues or factors in the situation under 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

Other Important Information *(Include any additional information of importance here such as attendance—make sure it is consistent with policy in ASU catalog, tardiness, lab/field placement, APA sixth edition, etc. DELTE italicized copy when finished with this section.)*

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 2011–12 *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.46)

MyASU Account

MyASU is a web based portal that contains a variety of information and services. A myASU account is created for all new applicants and stays with the student throughout their time at ASU and after graduation. MyASU gives you

- Access to JagMail (web-based Email system)
- Classroom tools such as class bulletin boards and class chat rooms
- Campus & Personal Announcements
- Access into ELROY (your personal student information)
- Access to [GeorgiaVIEW Vista](#) (An On-Line Course management system)

Students are encouraged to check their JagMail account daily. Students are responsible for any assignments or deadlines sent to them via JagMail. If you have trouble accessing your myASU 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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Warnick, B.R., & Silverman, S.K. (2011). A framework for professional ethics courses in teacher education. *Journal of Teacher Education*, 62(3), 273-285.

Zubay, B., & Soltis, J.F. (2008). *Creating the ethical school*. New York: Teachers College Press.