



EDLD 7370
Ethics and Policy in Educational Leadership
Sam Houston State University
Spring 2018

Instructor: Dr. Anthony J. Harris, Professor

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Office Hours: Before and After Class and By Appointment

Class Hours: EDLD 7370 Wednesday - 7:20 p.m. – 9:50 p.m. (TWC)

Course Eligibility: Admission to Ed.D. Program in Educational Leadership.

Course Description:

The purpose of this course is to provide the student with opportunities to study how educational policy is developed through micro and macro political elements, to examine ethical and value issues confronting educational leaders, and to demonstrate how individual values drive ethical behavior and ethical decisions.

Course Objectives:

Doctoral students completing this class, will, to varying degrees, be able to:

1. Create a climate that promotes reflective and reflexive processing, journaling, and conversation.
2. Gain an understanding of individual beliefs systems and their impact on policy.
3. Engage in disciplined inquiry as it applies to the ethical and moral dimensions of educational leadership and public policy.
4. Demonstrate capacity to provide ethical guidance to professional growth and development of self, others and collective or community entities.
5. Demonstrate a deep understanding of the educational leader's role in the development of human potential as an ethical and moral responsibility derived through public policy.
6. Develop an understanding of the study of philosophy and how it relates and impacts ethical development, standards and policy.
7. Develop, articulate, and refine a personal code of ethics consonant with professional codes of ethical practice.

The **purpose of this course** is to instill in doctoral students ethical decision-making and leadership ethics. This context includes financial, economic, political, social, and other interests that give rise to educational practices and policies.

COURSE EVALUATION AND IDEA OBJECTIVES:

Essential objectives: Developing a clearer understanding of, and commitment to, personal values.

Important objectives: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

This course is based upon the Freirian notions of dialogue and praxis. Students will engage the instructor and each other to explore the ethical foundations of higher education, all the while, looking to sustain or transform their ethical perspective. You will prepare for each class by reading all assigned materials BEFORE EACH CLASS and, at a point of your own choosing, lead a discussion on a case that demonstrates patent applications of foundations of education ethics. The instructor and classmates will ask each other questions about the cases, culminating in applications of ethics to hypothetical situations that are easily translated into real-world situations. Most class sessions will include brief comments from the professor and student-led dialogue. Student contributions and all interactions should demonstrate the highest ideals of professionalism.

The ethics guiding education are complex and difficult to learn in a classroom setting. Quite often ethics must be experienced. However, ethical situations can be fraught with peril and can cause professional and social turmoil. The classroom setting offers an excellent opportunity to discuss and explore ethical and policy foundations in a “low-stakes” environment.

No textbook required, although reading assignments will be made periodically.

(Course Expectations & SHSU Policies)

Late Work

Assignments are due as stated. Late work at the graduate level will be considered unacceptable. The student may petition the instructor in writing for consideration in the event of one extenuating circumstance.

Attendance

Academic Policy Statement 800401 *The policy for this class is as follows:*

1. Attendance is taken for all class meetings. Notify me in advance if you will be absent or tardy.
2. More than one class absence may result in a reduced participation grade.

Time Requirement

This course will provide at least 40 hours of instruction utilizing in-class (or online) meetings, individual conferencing, and independent study.

Professionalism

Expectations of Graduate Students and Principal Certification Candidates

Graduate/Certification students are expected to demonstrate regular attendance, active participation in class (face to face or online), timely completion of assignments, and respectful interactions with others.

Graduate/Certification students are expected to submit work that demonstrates mastery of content and independent thinking. Students are expected to read beyond the work assigned, finding relevant resources to supplant learning.

The student must develop the professional competencies necessary for applying the knowledge in the essential areas of school leadership. Extended reading and research is an integral part of graduate study.

Debate is encouraged, assuming students demonstrate professionalism. Student dispositions will be factored in the final grade for the course.

Academic dishonesty is grounds for dismissal from the graduate or certification program (see more in the next section).

Student Conduct

All students shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.

Electronic Devices: All cell phones, computers, and other electronic devices should be turned off during class. Refrain from checking email during class time.

Academic Honesty

Academic work submitted by you (such as papers, assignments, reports, tests) shall be your work alone and referenced in part or in whole to its correct source. Submission of commercially prepared (or group prepared) materials as your own work is unacceptable. Moreover, you shall encourage honesty in others by refraining from providing materials or information with knowledge that these materials or information will be used improperly.

Violation of these academic standards may result in program removal or failure. Academic Policy Statement 810213. See also <http://www.shsu.edu/syllabus/>

Students are expected to use conventions noted in the *Publication Manual of the American Psychological Association*, 6th edition, for citing sources.

Papers and reports will be submitted electronically as well as at the beginning of class and may be evaluated for originality of content and accuracy of quotes and paraphrasing using software such as Turnitin. Plagiarized work will receive a failing grade and possible program dismissal.

Sam Houston State University has an account with an automated plagiarism detection service that

allows instructors to submit student assignments to be checked for plagiarism. We reserve the right to (a) request that assignments be submitted as electronic files and (b) electronically submit assignments. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized. For information about plagiarism in SHSU's website, go to <http://www.shsu.edu/students/guide/dean/codeofconduct.html> (see section 5.31 and 5.32 of the Code of Student Conduct and Discipline) and http://www.shsu.edu/~vaf_www/aps/documents/810213.pdf (see section 5.31 and 5.32 of the Academic Policy Statement 810213)

PLAGIARISM: WHAT IT IS

Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large must be attributed to its author by means of the appropriate citation procedure. Plagiarism also consists of passing off as one's own, segments or the total of another person's work.

Dropping the Class/Withdrawing from the University:

If you need to adjust your schedule by dropping this course, please follow university procedures to drop the class. If you fail to drop the class, a failing grade shall be assigned at the end of the course. To resign (officially withdraw) from the university, a student must either report to the Registrar's Office to complete a Resignation Request or submit a letter stating his or her intent to resign.

Students with Disabilities Policy: <http://www.shsu.edu/syllabus/>

Student Absences on Religious Holy Days: <http://www.shsu.edu/syllabus/>

University Policies:

Graduate students (and certification students) are governed by the SHSU's policies related to student conduct. Any student with questions about grievances, ethical behavior, etc. should review the SHSU Graduate Catalog and the Texas State University System Rules and Regulations. See: http://www.shsu.edu/~vaf_www/aps/stualpha.html

Conceptual Framework Statement, Descriptors (5 indicators) and Logo:

CONCEPTUAL FRAMEWORK: Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of communities' diverse learners.



College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Matrix:

- Course Objectives - stated in measurable performance terms/behavior
- Course Activities/Assignments
- Performance Assessments
- Standards (either list the standards used or provide a link to the standards)
 - Required Program Standards (SPA – i.e., ACEI, NMSA etc.)
 - State Standards/Competencies for certification if applicable
 - Diversity and Disposition Proficiencies
 - Conceptual Framework Alignment
 - NCATE Alignment by indicator

Assessment Strategies and Assignments:

Attendance and Participation: Each student is expected to attend class each day, complete all reading and written assignments on time, and actively engage in class by closely connecting class topics and discussions to textbook and other readings. For each absence in excess of one excused absence, a 10% reduction in the final course grade will result. Students will be required to facilitate dialogue on each of the major ethical issues and textbook chapters/case studies discussed in class.

In order to *maintain an environment conducive to learning and professional* for all the members of our learning community, cell phones and pagers **MUST** be turned **off** for the duration of each class meeting. Under extreme circumstances, a student may request from the Instructor permission to leave the phone on during class providing permission is sought *before* class begins. Please be professional and respectful of the other members of class by **NOT** interrupting class proceedings.

Reflective Writings and Fast Writes: Each student will write an original one page reflective/reflexive journal consisting of entries as assigned throughout the semester. The entries

internalize the question “Why are these thoughts important in the student’s exploration of ethics and/or policy?” The reflections will be a thoughtful articulation of facts and course discussions as pertaining to the study of ethics and policy. Your entry should make it clear to the reader that you have both read the materials and understood its importance. These writings need to be checked for grammar and spelling, but they do not need to follow APA guidelines.

Ethical Issues Research: Each student will research an ethical education issue and present their findings to the class and facilitate dialogue. This presentation should be 10-12 minutes long. Media and creativity is encouraged.

Ethics Paper: Each student will write an ethics paper on how he/she will teach others (i.e., faculty/staff, students, parents, community) about the core moral values: honesty, respect, responsibility, fairness, and compassion. This paper must be at least 2 to 3 pages long and have at least 5 cited (peer-reviewed) references cited. This paper will be graded for content, insight, organization, and scholarly writing. Check your paper for scholarly writing, APA format, and grammar and writing errors before submitting.

Case Study: We will be using in-class Case Studies as a means of applying the ethical practices and learning theories we are discussing to real-world situations in schools or other learning organizations. As a capstone project, you will write a case study that must be at least 8 to 10 pages long with 15 or more references. The case study should be research-based, with citations from a literature review. Questions for discussion should also be included at the end. Ideally, your case study could be published or used to teach a course or examine ethical education issues. Please see examples in the journal titled: Journal of Cases in Educational Leadership (JCEL).

Grades: While the final course grade is the **sole judgment of the professor**, the following scale will be used as a guide.

Group presentation	15%
Participation/Attendance	15%
Reflective/Reflexive Writings	15%
Creative Presentation	15%
Summary of Texas Code of Ethics	15%
Case Study	15%

CLASS DATES/TIMES	Readings (Please complete PRIOR to class)	Assignments/Activities Due
Jan 17		Review and Discuss Syllabus and Course Requirements
Jan 24	Texas Administrative Code (TAC) §247.1-2 Texas Educators' Code of Ethics National Education Association-Code of Ethics Associate of American Educators-Code of Ethics for Educators	In class discussion of ethics, morals, and values
Jan. 31	Case Study	Reflective/Reflexive Writings
Feb 7	Case Study	Reflective/Reflexive Writings
Feb 14	Ethical Case Study Research/Writing	Reflective/Reflexive Writings
Feb 21	Case Study	Reflective/Reflexive Writings or Fast Writes
Feb 28	Case Study	Reflective/Reflexive Writings

March 7	Case Study	Reflective/Reflexive Writings
March 14 Spring Break Week	No Class	
March 21	Case Study	Reflective/Reflexive Writings
March 28	Case Study	Reflective/Reflexive Writings
April 4	Case Study	Reflective/Reflexive Writings
April 11	Presentation	
April 18	Presentation	
April 25	Presentation	
May 2	Last class	Case Study

Please note that this calendar will be modified according to student needs as determined by the professor. Additional Reading assignments will be added.
Thank you!