

# COURSE SYLLABUS

## EDA 8383-Ethical Decision Making in Educational Administration

**Credit:** 3 Semester Hours

**Meeting Place:** IED 252

**Instructor:** Fred Perkins Ed.D

**Meeting Dates:** September 1<sup>st</sup> and 29<sup>th</sup>, October 27<sup>th</sup>,  
November 17<sup>th</sup>, December 8<sup>th</sup>

### Catalog Description

Three hours lecture. Case studies are used to analyze educational decisions. Multiple decision models and ethical concepts are applied to problems and moral dilemmas.

### Course Objectives

The course instruction is developed around the Interstate School Leaders Licensure Consortium (ISLLC) standards, Mississippi Standards for School Leaders (MSSL), Educational Leadership Constituents Council (ELCC) Standards, and the Mississippi State University Conceptual Framework Program Outcomes (CFPO) for advanced programs (NCATE requirement).

### National and State Standards emphasized in This Course

**ISLLC Standard 5:** A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

**Knowledge Indicator:** The administrator has knowledge and understanding of various ethical frameworks and perspectives on ethics.

**Disposition Indicator:** The administrator believes in, values, and is committed to bringing ethical principals to the decision-making process.

**Performance Indicators:** The administrator (1) examines personal and professional values, (2) demonstrates a personal and professional code of ethics, (3) serves as a role model, and (4) treats people fairly, equitably, and with dignity and respect.

**ELCC Standard 5.1a:** Acts with Integrity - Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.

**ELCC Standard 5.2a:** Acts Fairly – Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.

**ELCC Standard 5.3a:** Acts Ethically – Candidates make and explain decisions based upon ethical principles.

**CFPO #1:** Candidates demonstrate inquiry and problem solving skills.

**CFPO #2:** Candidates demonstrate professional communication skills.

**Objectives:** After reading and discussing the two required textbooks, journal articles, and other assigned activities, students should be able to:

Demonstrate an understanding of ethical decision making models available to assist in the decision-making process [**ISLLC 5a, 5b; ELCC 5.1a, 5.2a, 5.3a; CFPO 1**].

Use ethical decision making models in problem solving [**ISLLC 5b; ELCC 5.1a, 5.2a, and 5.3a; CFPO 1**].

Demonstrate an awareness and understanding of ethical dilemmas inherent in administrating educational institutions serving diverse communities [**ISLLC 5c1, 5c2, 5c3, 5c4; ELCC 5.1a, 5.2a, and 5.3a**].

Reflect on ethical dilemmas and the public pressures associated with major educational decisions [ISLLC 5b; CFPO 1 and 2].

**Topics To Be Covered**

<b>Topics</b>
<p>Syllabus and class requirements            Definitions of terms – ethics, morals, values, virtues, ethical dilemmas            Discuss metaphor of leaders casting light or shadows            The leader’s light or shadow            The shadow of power, privilege, deceit, inconsistency, misplaced and broken loyalties, irresponsibility            Shadow casters – the monsters within, faulty decision making, ethical deficiencies            The leader’s character            Analyze and discuss case studies            Discuss newspaper articles            Review and analyze movie based on prior discussions</p>
<p>Combating evil            General ethical perspectives – utilitarianism, Kant’s categorical imperative, justice as fairness, communitarianism, altruism, ethical pluralism            Normative leadership theories – transformational leadership, servant leadership, Taoism, postindustrial leadership            Discuss individuals’ journal articles (articles must be retrieved from a referred journal and must pertain to ethics and/or ethical leadership)            Analyze and discuss case studies            Discuss newspaper articles            Review and analyze movie based on prior discussions</p>
<p>The leader and small groups            Group Think            Ethical decision making models – Kidder’s Nine Step Model, Nash’s 12 Question Model, Day’s SAD Model, Cooper’s Active Process Model            Discuss individuals’ journal articles (articles must be retrieved from a refereed journal and must pertain to ethics and/or ethical leadership)            Analyze and discuss case studies            Discuss newspaper articles            Review and analyze movie based on prior discussions</p>
<p>Signs of healthy organizational climates            Meeting the ethical challenges of cultural diversity            Discuss individuals’ journal articles (articles must be retrieved from a referred journal and must pertain to ethics and/or ethical leadership)            Analyze and discuss case studies            Discuss newspaper articles            Review and analyze movie based on prior discussions</p>
<p>Discussion Book Review – <i>Leading with Soul</i> by Bolman and Deal  <b>Final Examination – Comprehensive</b></p>

**Methods of Instruction**

Analysis of Case Studies	Instructor Led Whole Group Discussions
Journal Articles Analyses and Evaluations	Small Group Work/Discussions
Newspaper Articles	Analysis of Movies

Book Review (written report and discussion)

### **Method of Evaluation**

Grading Scale: 4-point scale

A = 4 – 3.5 = Exceptional

B = 3.4 – 3.0 = Above Average

C = 2.9 – 2.4 = Average

D = 2.3 – 1.6 = Below Average

F = 1.5 and below = Not Acceptable

### **Grades will be based on the following:**

Participation in Classroom Discussions – **30% of grade** [based on participation in class discussions, group activities, book talks]

Written Reports on 3 Journal Articles – **15% of grade**

Book Review (Bolman and Deal's *Leading with Soul*) – **20%**

Comprehensive Final Examination – **35% of grade**

### **Activities**

**Book Talk (ISLLC 5, ELCC 5.1a, 5.2a, 5.3a; CFPO 1, 2):** Complete a Book Talk using the attached format for assigned textbook chapters and other readings that may be assigned. The book talk will be used during each class meeting for discussion. Book talks will be turned in to the instructor at the end of each class period. A pass/fail grade will be given on the Book Talk, which becomes a part of the participation grade.

Explanation of Pass/Fail Grades: For quantitative purposes, each pass grade is worth 4 points and each fail grade is equivalent to zero points. You may earn anywhere from 4 to zero points on Book Talks. At the end of the semester, total points will be added and divided by the number of assignments to arrive at a participation grade. Since these assignments will be discussed in class, they will not be accepted late. Students who do not turn in these assignments on the dates due will earn a zero for participation for that day. The rationale for the zero is if you did not prepare your assignments you will not be prepared to fully participate in class discussions.

**Case Studies (ISLLC 5, ELCC 5.1a, 5.2a, 5.3a; CFPO 1, 2):** Each class meeting the instructor will assign a problem or case study that students will solve within an assigned group. After a designated period of time students will come together as a whole group and discuss the problem/case study. A pass/fail grade is earned for this assignment which becomes a part of the participation grade.

**Journal Articles (ISLLC 5, ELCC 5.1a, 5.2a, 5.3a; CFPO 1, 2):** Read and analyze three (3) journal articles. The articles must relate to ethical leadership. Each article will be analyzed based on the format below. Each individual will share his/her article with the class each week. Articles must come from a peer-reviewed, referred journal. Do not use magazines or journals of professional associations such as Secondary School Principals Association. A clipping from a newspaper, a magazine article or an executive summary of an article is not acceptable. All articles will be collected and graded using a rubric. Use the following format (headings):

**General Information:** Title of article, author's name, date of publication, and one paragraph about the author (the paragraph should consist of a minimum of five sentences).

**Major Thesis:** Summarize the major thesis of the article. Identify the problem, issue being addressed in the article, or purpose and need, or theoretical basis for the article.

Short summary of article; include findings, conclusions, and recommendations (not more than two typed pages).

Reflection on and personal evaluation of the article (minimum of one typed page).  
Attach a copy of the article to the assignment for turn in.

**Newspaper Articles (Pass/Fail Grade):** Read a newspaper article that is relevant to current ethical situations and decisions and be prepared to share the contents of the article with class members. Each student will be given an opportunity to share his/her newspaper article. The articles will be collected at the end of the class period.

**Internet Sites for Newspapers/Discussion Articles**

- a. The New York Times = <http://www.nytimes.com/>
- b. Teacher Magazine = <http://www.edweek.org/tm/>
- c. Education Week = <http://www.edweek.org>
- d. School Reforms = <http://www.edreform.com/>
- e. Clarion Ledger = <http://www.clarionledger.com/>
- f. The Commercial Dispatch = <http://www.nationwideadvertising.com/colminthecda.html>
- g. CNN = <http://www.cnn.com/>
- h. Washington Post = <http://www.washingtonpost.com/>
- i. Los Angeles Times = <http://www.latimes.com/>
- j. Philadelphia Inquirer = <http://www.philly.com/mld/philly/>

**Book Review – Bolman and Deal's *Leading with Soul* (ISLLC 5b, 5c4; ELCC 5.1a, 5.2a, 5.3a; CFPO 2):** Each student will read the book and complete a written summary and reflection on the book. The summary and reflection should be a minimum of 4 typed pages.

**Summary** - Here you will summarize/describe what you read. Exactly what happened? Describe the outcome of any ethical dilemmas. The summary is meant to "set the scene". Your summary should be clear, detailed, and logically ordered enough to allow someone who does not know what you know to visualize and understand what you are summarizing. Your summary should:

Accurately and precisely explain critical features/issues;

Clearly and logically order elements or features of the event, concept, or strategy; and

Include all features or elements that would allow an outsider to **see as** you saw whatever is summarized.

**Reflection** - A particular kind of analysis, suggests self-analysis, or retrospective consideration of one's practice. This is the thinking that allows you to make decisions about how you would approach similar situations. The "Reflection" section of your paper is where you show how you use or will use what you learned from the book to improve your future administrative performance. Inform readers about why you interpreted the information the way that you did. You also need to explain what interpretation you make of what happened, your sense of why it happened that way. You should back up your interpretations with specific research evidence or examples that make your point clear to the reader. Make sure you address:  
The implications of the reading for the school/community.  
The implications of the reading for you as an administrator.

## Book Talk

Be prepared to discuss assigned readings during each class meeting. You will prepare by completing a Book Talk on assigned readings that includes (1) a summary, (2) reflection, (3) and answers to specific questions. We will use “Book Talk” to guide discussions and they will be collected at the end of the class period. Book Talks are a part of your participation grade.

**General Instructions:** The summary should be at least one page for each chapter assigned for the class meeting. Restrict your reflection to one to two pages. Most of the emphasis and writing should be done in the reflection section. Use headings – **“Summary”, “Reflections”, and “Questions”**. Double space lines and use one inch margins on all sides. Use 12 point type font.

**Summary:** Here you will summarize your readings touching on the key issues. Read the chapters for understanding and then focus your summary on the major issues that flows throughout the chapters. The summary is meant to “set the scene”. Your summary should be clear, detailed, and logically ordered enough to allow someone who does not know what you know to visualize and understand what you are summarizing. Your summary should:

- Accurately and precisely explain critical features/issues;
- Clearly and logically order elements or features of the event, concept, or strategy; and
- Include all features or elements that would allow an outsider to see as you see whatever is summarized.

**Reflection:** Reflection, a particular kind of analysis, suggest self-analysis, or retrospective consideration of one’s practice. This is the thinking that allows you to make decisions about how you would approach similar situations. The “Reflection” section of your paper is where you show how you use or will use what you learn from the readings or other experiences to improve your future administrative performance. Inform readers about why you interpreted the information the way that you did. You also need to explain what **interpretation** you make of what happened, your sense of **why** it happened that way. You should back up your interpretations with specific research evidence or examples that make your point clear to the reader. Make sure you address:

***The implications of the information you read for education in the United States.***  
***The implications of the information you read for yourself as an administrator.***

**Questions:**

What real life examples apply to what you have read?

How will you utilize any ideas from this reading in your daily practice as a professional?

Describe any particular ideas that you strongly agree or disagree with. Defend your beliefs.

**Examination (ISLLC 5, ELCC 5.1a, 5.2a, 5.3a; CFPO 1, 2) -- Comprehensive** –This will be a comprehensive examination, which will cover all topics addressed in this syllabus and in class. A rubric will be used to grade the exam

## **Textbooks**

Bolman, L. G. & Deal, T. E. (2001). *Leading with soul: An uncommon journey of spirit* (New & Revised ed.). CA: Jossey-Bass.

Johnson, C. E. (2005). *Meeting the ethical challenges of leadership: Casting light or shadow* (2d ed.). Thousand Oaks, CA: Sage Publications.

## **Recommended Books**

*Publication manual of the American Psychological Association* (5<sup>th</sup> ed.), (2001). Washington DC: American Psychological Association.

Josephson, M. (2002) *Making Ethical Decisions* (Wes Hanson editor with Dan McNeill). Los Angeles, CA: Josephson Institute of Ethics. You may order book from Josephson Institute at <http://www.josephsoninstitute.org/>.

## **References**

Becker, W. (2004). *Ethics for educational leaders*. Boston: Pearson.

Carson, C. (1998). *Martin Luther King, Jr.* NY: Warner Books.

Covey, S. R. (1989). *The 7 habits of highly effective people*. NY: Simon & Schuster.

Dean, J. D. (2004). *Worse than Watergate: The secret presidency of George W. Bush*. NY: Little, Brown & Company.

Gandhi, M. K. (1993). *An autobiography: The story of my experiments with truth*. Boston: Beacon Press.

Gonzalez-Balado, J. L. (1996). *Mother Teresa: In my own words*. Liguori, MO: Liguori Publications.

Greenleaf, R. K. (1977). *Servant leadership*. NY: Paulist Press.

Hall, B. P., Taylor, B., Kalven, J., & Rosen, L. S. (1990). *Developing human values*. The International Values Institute.

Kendall, R. T. (2002). *Total forgiveness*. Lake Mary, FL: Charisma House.

Mandela, N. (1994). *Long walk to freedom: The autobiography of Nelson Mandela*. NY: Little, Brown & Company.

Purpel, D. E. (1989). *The moral & spiritual crisis in education*. NY: Bergin & Garvey.

Vardey, L. (1995). *Mother Teresa: A simple path*. NY: Ballantine.

Vaughan, G. B. (1992). *Dilemmas of leadership*. San Francisco: Jossey-Bass.

Woodward, B. (2002). *Bush at war*. NY: Simon & Schuster

