Professor: 
Department: Education 
Semester: 
Course No.: **EDU 632.21** 
Course Title: *Ethics in Educational Leadership and Practices* 
Meeting Day & Hours 
Room No.: 
Office hours 
Phone: 
E-mail 

**Course Description:**

This course is designed to provide leaders with an in-depth examination of the current and anticipated ethical issues and dilemmas facing leaders and the role of character education in our society. This course provides a reflective overview of the educational policymaking process at local, state, and national levels, and of the ethical principles that can influence such policy making. Addressing these ethical issues will lead to the academic success of all PK-12 students including those with learning disabilities and those who come from linguistically and culturally diverse backgrounds.

**PDE Program Goals for Educations Leadership**

1. The education leader has knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success.
2. The education leader is grounded in standards-based systems theory and design and is able to transfer knowledge to his/her job as an architect of standards-based reform in the school.
3. The education leader knows how to access and use appropriate data to inform decision-making at all levels of the system.
4. The education leader creates a culture of teaching and learning with an emphasis on learning.
5. The education leader manages resources for effective results.
6. The education leader collaborates, communicates, engages and empowers others inside and outside of the organization to pursue excellence in learning.
**Student Learning Outcome (SLO):**

Upon completion of this course, students will be able to:

1. Articulate personal beliefs about the purpose of education (philosophy) particularly in light of concepts of moral, ethical, and social justice (Core Standard II- E, Special Education I-B, II-A).

2. Design strategies for professional outreach and inclusion that contribute to strengthening communities of educational practice in pursuit of equitable student achievement (Core Standard III-B, Special Education I-D, G & III- H & J).

3. Analyze and assess methods of implementing change within an educational organization that leads to improved outcomes for all students (Core Standard III-E; Special Education I-D, E, G, H, I, J; II- A-I; & III- A-J).

4. Demonstrate skills for effective collaborative group work (e.g., inquiry, dialogue, facilitation) and assess use of collaborative structures in multiple contexts (Corollary Standard II-B & C, Special Education I-B, H, J; II- A, D, G & H; III-A-I).


6. Make reasoned ethical judgments using collaboration and leadership skills, showing awareness of multiple value systems and taking responsibility for the consequences of their actions (Corollary Standard VI-B& C; Special Education I-B, E, H; II- E, F, G, & H ; III-A-J).

**Required Textbook**


**Course Requirements**

**Assignment # 1**: 4-5 pages paper and class presentation on local School Board (Individual Project) (20 points)

**Assignment # 2**: Critical Application: Analysis of School District Policy (Individual Project) (10 points)

**Assignment # 3**
Critical Reflection Paper (Literature Review) - Instructor Choice (Group Project) (20 points)

A paper on a Controversial Educational Policy or a Recommended Reform and 3-5 minutes presentation
Assignment # 4: 1-2 pages summary of one professional Journal Article relevant to the study course and 5 minutes presentation (10 points). Final Exam (Individual Project) (30 points)

Attendance and participation (10 points)

Assignments & Due Dates

Below is the summary of the assignments and score points

<table>
<thead>
<tr>
<th>No.</th>
<th>Assignment(s)</th>
<th>PDE Evidence/Measurement Processes</th>
<th>Due Dates</th>
<th>Score</th>
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<tbody>
<tr>
<td>1</td>
<td>Assignment # 1</td>
<td>3-Tools</td>
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<td>20</td>
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<tr>
<td>2</td>
<td>Assignment # 2</td>
<td>4-Data 5-Case Study</td>
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<td>10</td>
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<td>3</td>
<td>Assignment # 3</td>
<td>3-Tools</td>
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<td>20</td>
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<td>4</td>
<td>Assignment # 4</td>
<td>3-Tools</td>
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<td>10</td>
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<td>5</td>
<td>Final Examination</td>
<td>3-Tools, 2-Curriculum, 5-Case Study</td>
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<td>30</td>
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<tr>
<td>6</td>
<td>Attendance and participation</td>
<td>3-Tools</td>
<td></td>
<td>10</td>
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Grades will be assigned on the following basis:

- 100 - 95 A
- 84.99 – 80 B
- 69.99 – 65 C
- 94.99 – 90 A-
- 79.99 – 75 B-
- Less than 60 F
- 89.99 – 85 B+
- 74.99 – 70 C+
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic covered</th>
<th>Activity</th>
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</thead>
</table>
| Week 1 (date) | Course syllabus reviewed  
Course Introduction  
Developing a Personal Approach to Ethics. | Go over the syllabus  
Power point supported lecture |
| Week 2 (date) | The Ethics of Power and Duty in Educational Leadership.  
Selected Reading: Immanuel Kant, *Grounding for the Metaphysics of Morals*  
Selected Reading: Jürgen Habermas, *Discourse Ethics and Duty.* | Previous week Discussion summary  
Discussion  
DVD |
| Week 3 (date) | The Ethical Practice of Educational Leadership  
Ethical Considerations in Leadership at the School-District Level.  
Selected Reading: Jean-Jacques Rousseau, *On the Social Contract.* | Previous week Discussion summary  
Lecture & discussion  
DVD |
| Week 4 | Ethical Considerations in School-Building Leadership.  
Selected Reading: *Leviathan.*  
Selected Reading: Jeremy Bentham, *An Introduction to the Principle of Morals and Legislation.* | Previous week discussion summary  
Lecture & discussion  
DVD |
| Week 5 (date) | Equity and Educational Leadership  
The Issue of Gender and Educational Leadership.  
Selected Reading: Edith Stein, *Essays on Woman.* | Previous week discussion summary  
Lecture & discussion  
DVD |
| Week 6 (date) | Discourse Ethics and Duty  
Selected Reading: Edith Stein, *Essays on Woman.*  
Selected Reading: Simone de Beauvoir, *The Second Sex.* | Previous week discussion summary  
Lecture & discussion  
DVD |
| Week 7 (date) | The Second Sex  
Selected Reading: Sandra Harding, *From Feminist Empiricism to Feminist Standpoint Epistemologies.*  
Selected Reading: Susan Bordo, *The Cartesian Masculinization of Thought.* | Previous week discussion summary  
Lecture & discussion  
DVD |
| Week 8 (date) | Pluralism, Justice, Discourse Ethics, and Educational Leadership. | Previous week discussion summary  
Lecture & discussion  
DVD |
| Week 9 (date) | ➢ Selected Reading: John Rawls, *A Theory of Justice.*  
➢ Selected Reading: John Rawls, *A Theory of Justice.* | ➢ Previous week discussion summary  
➢ Lecture & discussion  
➢ DVD |
|---|---|---|
| Week 10 (date) | ➢ Selected Reading: Jürgen Habermas, *Moral Consciousness and Communicative Action.*  
➢ Selected Reading: Jürgen Habermas, *Justification and Application: Remarks on Discourse Ethics.* | ➢ Previous week discussion summary  
➢ Lecture & discussion  
➢ DVD |
| Week 11 (date) | ➢ A Theory of Justice  
➢ Selected Reading | ➢ Previous week discussion summary  
➢ Lecture & discussion  
➢ DVD |
| Week 12 (date) | ➢ Moral Consciousness and Communicative Action  
➢ Selected Reading | ➢ Previous week discussion summary  
➢ Lecture & discussion  
➢ DVD |
| Week 13 (Date) | ➢ Justification and Application: Remarks on Discourse Ethics  
➢ Epilogue  
➢ Ethical Orientation Self-Test | ➢ Previous week discussion summary  
➢ Lecture & discussion  
➢ DVD |
| Week 14 (Date) | ➢ Class Presentation | ➢ Power point and Poster presentation |
| Week 15 (Date) | ➢ Class presentation  
➢ Conclusion & End of the class | ➢ Power point and Poster presentation |
Attendance Policy (Refer to Student Handbook 2012-13)

Lincoln University uses the class method of teaching, which assumes that each student has something to contribute and something to gain by attending class. It further assumes that there is much more instruction absorbed in the classroom than can be tested on examinations. Therefore, students are expected to attend all regularly scheduled class meetings and should exhibit good faith in this regard.

For the control of absences, the faculty adopted the following regulations:

1. **Four absences** may result in an automatic failure in the course.
2. **Three tardy** arrivals may be counted as one absence.
3. Absences will be counted starting with whatever day is specified by the instructor but not later than the deadline for adding or dropping courses.
4. In case of illness, death in the family, or other extenuating circumstances, the student must present documented evidence of inability to attend classes to the Vice President for Student Affairs and Enrollment Management. [Graduate students: submit documentation to your professor] However, in such cases the student is responsible for all work missed during those absences.
5. Departments offering courses with less than full-course credit will develop and submit to the Vice President for Student Affairs and Enrollment Management a class attendance policy in keeping with the above.

Students with Disabilities Statement

Lincoln University is committed to non-discrimination of students with disabilities and therefore ensures that they have equal access to higher education, programs, activities, and services in order to achieve full participation and integration into the University. In keeping with the philosophies of the mission and vision of the University, the Office of Student Support Services, through the Services for Students with Disabilities (SSD) Program, provides an array of support services and reasonable accommodations for students with special needs and/or disabilities as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The Services for Students with Disabilities Program seeks to promote awareness and a campus environment in which accommodating students with special needs and/or disabilities is natural extension of the University’s goal.

University Academic Integrity Statement

Students are responsible for proper conduct and integrity in all of their scholastic work. They must follow a professor's instructions when completing tests, homework, and laboratory reports, and they must ask for clarification if the instructions are not clear. In general, students should not give or receive aid when taking exams, or exceed the time limitations specified by the professor. In seeking the truth, in learning to think critically, and in preparing for a life of constructive service, honesty is imperative. Honesty in the classroom and in the preparation of papers is, therefore, expected of all students. Each student has the responsibility to submit work that is uniquely his or her own. All of this work must be done in accordance with established principles of academic integrity.