College of Education
Doctorate in Educational Leadership
EDUC 726
Ethical Leadership and Decision Making in Education
Course Syllabus
(4 units)

Course Title and Number: Ethical Leadership and Decision Making in Education. EDUC 726

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Time/days/location: Saturday 9:00 AM – 12:50 PM Summer term 2015
Location: CE 209

Wise Reflective Educator Statement

The College of Education of California State University, San Bernardino (CSUSB) is dedicated to the development and support of wise, reflective professional educators who will work toward a just and diverse society that embraces democratic principles. The wise teacher:

- Possesses rich subject matter knowledge.
- Applies sound judgment to professional practice and conduct.
- Applies a practical knowledge of context.
- Respects multiple viewpoints.
- Reflects and acts on professional practices and their consequences.

(College of Education *Conceptual Framework,* 2006)

Program Objectives and Student Learning Objectives

The following list is extracted from the full list of Student Learning Objectives and identifies the alignment of Student Learning Objectives and Student Indicators addressed.

Student Learning Objective:
Effective communicators and collaborators
Student Indicators:
a. Demonstrates open communication with stakeholders.
b. Demonstrates communication in a timely fashion with consultants.
c. Demonstrates collaborative communication with all public agencies.
d. Develops positive, meaningful and sustaining relationships with all constituents.
Student Learning Objective:
Leaders dedicated to the premise that all students can learn.

Student Indicator:
a. Provides visionary leadership for a climate of learning.
b. Analyzes the individual needs of students in the learning process.
c. Establishes programs that are conducive to all learning styles.
d. Provide authentic learning experiences.
e. Monitors student progress on a timely basis.
f. Evaluates student outcomes in relation to established standards.

Student Learning Objective:
Ethical leaders and decision makers.
Student Indicators:
a. Provides the leadership to establish a code of ethics.
b. Models ethical behavior.
c. Expects and reinforces ethical behavior.
d. Models decision making grounded in ethics.

Student Learning Objective:
Instructional leaders.
Student Indicators:
a. Provides a climate for positive relationships and effective teaching and learning.
b. Ensures that appropriate instructional materials and technology are available.
c. Provides sensitive supervision which promotes effective teaching.
d. Establishes professional, positive, meaningful, and sustaining relationships with faculty to constantly monitor the effectiveness of the program.

Student Learning Objective:
Visionary leaders.
Student Indicators:
a. Develops a shared vision.
b. Plans and implements activities to support this vision.
c. Provides appropriate staff development to ensure the implementation of the vision.
d. Facilitates the stewardship of a vision of learning that is shared and supported by the school community.

Catalog Description

EDUC 726: Ethical Leadership and Decision Making in Education – Leadership ethics and the utilization of principles of personal balance in daily life and work. Covers decision making theories and how decisions are made at various levels in PreK-12 and community college to effectuate positive and sustaining change.

Course Goals/Objectives

The basic assumption of society is that school administrators will use concepts, skills and behaviors of ethical leadership. This course is designed to guide the individual student in the exploration of their personal ethical compass. The doctoral students will be expected to use scholarly research to determine best practices of ethical of leadership.

The objective of this course is to explore and delve into the research of the most prevalent ethical issues facing school administrators and teachers. The discussions will be guided by the Socratic Method to include personal experiences and scholarly research. Each student will be expected to contribute to the discussion after taking notes from the weekly readings.

Purpose and Course Design

The purpose of this course is to further the discussion of ethics within the context of educational leadership. The final outcome will be a more introspective doctoral student, a deeper understanding of the research base for ethical leadership and contributions to knowledge in the fields of ethics and leadership.

The course will include some if not all of the following:
- Weekly written critical analysis of the ethical issue of the week.
- Active debate and interaction with fellow students and the professors.
- Presentations of journal articles included in the annotated bibliography.
- Presentation of ethical leadership topic.
- Ethical leadership lectures.
- Guest lecturers with scholarly interaction with students.

Required Texts:
Johnson, C. E. (2012). *Meeting the ethical challenges of leadership: Casting light or shadow* (4th ed.). Thousand Oaks, CA: Sage.

This text is written by Craig Johnson, professor at George Fox University, and author of numerous books on ethics and social justice in the workplace. Using the metaphor of light or shadow, discussed is the leader's power to do significant good or harm. Sections include leader's character and values, ways to build ethical character, ethical influence and how to develop skills for ethical behavior. An important consideration for me is that Johnson's work matches the tenets of Appreciative Inquiry. Johnson does not address educational leadership solely; in fact most examples come from the business and economics. However, ethical leadership is framed in terms of Authentic Leadership and Servant Leadership. There is a powerful section on healthy ethical climates. Taking an interdisciplinary approach to leadership ethics, and balancing theory and research with opportunities for application, the book provides self-assessments, cases and films to analyze, and exploration exercises.

Choose one of the following:

Select one book from among this list of three choices. A short description is given for each to help you make a selection. There is not a written report required for this reading but instead you are expected to make reference to this reading in class discussions.

Haidt, J. (2012). *The righteous mind: Why good people are divided by politics and religion.* New York, NY: Pantheon Books.

Social psychologist Jonathan Haidt challenges conventional thinking about morality, politics, and religion in a way that speaks to everyone on the political spectrum. Drawing on his twenty five years of groundbreaking research on moral psychology, he shows how moral judgments arise not from reason but from gut feelings. He shows why liberals, conservatives, and libertarians have such different intuitions about right and wrong, and he shows why each side is actually right about many of its central concerns. Haidt draws from psychology, sociology and neuroscience to discuss eternal divisions and conflicts. He encourages understanding and amazement in this consideration of the human condition. This book is particularly influential in my thinking at this time because of the connections it makes to neuroscience. If you hold interest in Descartes and Chomsky's theory of innateness or seek to understand universal values then you will find Haidt's identification of moral foundations relevant to your study. Available in Kindle format.

Knapp, J.C. (Ed.). (2007). Ed. *For the common good: The ethics of leadership in the 21*st *century*. Westport, CT: Praeger Publishers.

This is a sobering and inspiring collection of essays by academic and societal heavyweights such as John Hume, Howard Gardner, and Arun Gandhi. The foreword is written by Jimmy Carter. Looking at how societies are so profoundly connected and how every decision made by leaders has a ripple effect. Faced head on is the reality of the widening chasm between the world's wealthy and the desperately poor. Ethical leaders must display courage, integrity, humility, and the wherewithal to consider the long-term impact of their decisions and actions; most importantly, they must act in ways that embrace healthy children, strong families, good schools, decent housing and meaningful work. Knapp recently left the position of director of Samford University's Frances Marlin Mann Center for Ethics and Leadership. In March 2013 he became the president of Hope College. He was named fellow of the Caux Round Table in 2007, was inducted into the Martin Luther King Jr. International Collegiums of Scholars at Morehouse College. Several students from previous cohorts have found this book to be among the most influential readings of their doctoral program. This is particularly true if you hold deep concern for the environment or global issues of equity. Kindle edition is available. (Note: The title is also used by other authors. Take care to find the book edited by John Knapp)

Palmer, P. (2004). *A hidden wholeness: The journey toward an undivided life*. San Francisco, CA: Jossey-Bass.

In *A Hidden Wholeness* Parker Palmer discusses the often felt need for our inner truth to match our outer lives. The compassionate intelligence and informed heart that readers find in *The Courage to Teach* can be felt in this work as well. Here he speaks to our yearning to live undivided lives--lives that are congruent with our inner truth--in a world

filled with the forces of fragmentation. The message presented here builds on Authentic Leadership theory. Palmer has been recognized with eight honorary doctorates, two Distinguished Achievement Awards from the National Educational Press Association, and major grants from the Danforth Foundation, the Lilly Endowment, and the Fetzer Institute. Palmer skillfully presents focus on strengthening spiritually without any connection or reference to religion or religious institutions.   Don't be mislead by the assignment of fewer pages for the readings in this book. Palmer can pound multiple heart wrenching ideas into a sentence causing the reader to read it again and again. This book is on audio tape if that is your choice. Also available in Kindle format.

Suggested optional reading:

Churchland, P. (2011). *Braintrust: What neuroscience tells us about morality.* Princeton, NJ. Princeton University Press.

Hall, S.(2010). Wisdom: *From Philosophy to Neuroscience.* New York, NY: Alfred A. Knopf Publisher.

Schwartz, B. & Sharpe, K. (2010). *Practical Wisdom: The right way to do the right thing.* New York, NY. Riverhead Books.

Shapiro, J. Stefkovich, J. (2005). *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas*. 2nd ed. Philadelphia: Lawrence Erlbaum Associates. Available through John M Pfau library data base NETLIBRARY E-BOOKS.

Starratt, R. (2005). Responsible leadership. *The Educational Forum*. 69(2).

Velasquez, M., Moberg, D., Meyer, J., Shanks, T., McLean, M., DeCosse, D., André, C. & Hanson, K. (2009). A framework for thinking ethically. Markkula Center for Applied Ethics at Santa Clara University. Retrieved from http://www.scu.edu/ethics/practicing/decision/framework.html

Strike, K., Haller, E., & Solitis, J. (2005). *The ethics of school administration*. New York: Teachers College, Columbia University.

Course Evaluation Plan

All student work must demonstrate academic and research rigor of doctoral-level quality.

Course Evaluation Plan

Assignment	Possible Points	Percentage of Final Grade
4 Critical Analysis Papers (30 pts each)	120	30%
Presentation	120	30%
Discussion/Participation	70	18%
Final Reflection Essay	45	11%
In class informal discussion of chosen optional book	45	11%
Total	400	100%

Grading Scale:

Grading Scale:

390 – 400	A		320 – 335	B-
380 – 389	A-		304 – 319	C+
352 – 379	B+		288 – 303	C
336 – 351	B		272 – 287	C-

Portfolios

Students are reminded to select required and optional artifacts from this course for submission to their Portfolio. Each Portfolio will contain the following elements:
1. Statement of Purpose in the Ed.D. Program.
2. Current (updated) resume.
3. Examples of coursework reflecting the Student Learning Outcomes and core concepts (e.g., papers submitted, tests completed, projects completed, etc.) with an

indication of how each element submitted is relevant to their dissertation topic and research activities.

4. Summary of research and dissertation activities. Students should submit a summary (no longer than one page for each element submitted) as to work they have completed on their dissertation. Organization of this section of the portfolio should align with the dissertation chapters: a) Research Question; b) Literature Review; c) Methodology; d) Results; and, e) Conclusions. The portfolio, over its development, should provide longitudinal evidence of activities related to completion of the dissertation. Additionally, students may also submit a summary regarding any research activities that may be in addition to their dissertation.

Additionally, students may include optional elements, such as, but not limited to:
5. Conference participation and/or presentations
6. Manuscript/publication drafts
7. Additional noteworthy course work/projects
8. Professional work samples

Portfolios are to be submitted each summer quarter for evaluation. It is the student's responsibility to ensure they are creating and maintaining their Portfolio throughout the year.

Course Requirements

Critical Analysis Papers (4 X 30 points each = 120 points)

Four times during the course you will submit a four - five page double-spaced APA formatted paper that carefully describes, interprets, or poses problems around issues of ethical educational leadership. This critical analysis stems from the assigned course readings in the Johnson, C. E. (2012). *Meeting the ethical challenges of leadership: Casting light or shadow* and a second selected course text. You will read one of the three books given as choices: Jonathan Haidt's 2012 book, the Righteous Mind: Why Good People Are Divided by Politics and Religion, or Knapp, Ed.(2007) *For the common good: The ethics of leadership in the 21st century*, or the Palmer text, *A Hidden Wholeness: The Journey toward an Undivided Life*,

Your critical analysis paper should focus on the readings for the assigned week of the course. Refer to the weekly schedule later in the syllabus. For this paper, the process of analysis is to divide the concepts into its various parts, then carefully examine these parts so their natures, functions, and interrelationships may be more easily understood. The point of analysis is to uncover the rich complexity of a work, as well as its basic affirmation of life. This task is accomplished by pointing out the author's insights into problems of ethics. Analyzing a work is a means toward appreciation and evaluation, not an end in itself. It is an honest attempt by you, the reader, to discover the truth about a work and base your appreciation, on your own thoughts and discovery. Critical analysis

is a way of getting at the heart of the work. To this end, there are three broad areas that can be explored: (1) *meaning* (2) *background and (3 influences*. The rubric for this assignment appears near the end of the syllabus.

Presentations (120 points). Two people make the presentation together

Near the end of the course you will make a presentation on a topic chosen from the three suggested areas; (1) course topics, (2) profiles of educational change makers or (3) film and ethical leadership. An article detailing possible films and method of depicting ethical leadership is included in Module One in Blackboard. Pair with a classmate to make the presentation. You will select your topic and sign up during the second week of class. Your presentation will be 30 minutes in length. You can use power point, video clips, charts, props, costumes, music, realia or other media so that we are informed and entertained. What follows is a list that gives examples of topics. This is not a total list but rather a sampling to help you in selecting a topic that is meaningful to you. See the rubric included in this syllabus. Please note that Common Core is not listed. This topic is already consuming enough of our time.

Course Topics: Examples
Site based management and Ethical Leadership
Professional Development and Ethical Leadership
Character Education and Ethical Leadership
Working with families and Ethical Leadership
Bullying and Ethical Leadership
Decision making and Ethical Leadership

Profile of an Educational Change Maker: Examples

James Conner	Jaime Escalante
John Goodlad	S.I. Hayakawa
Robert Slavin	Lisa Delpit
Bill Glasser	Horace Mann
Robert Marzano	Marva Collins
Ted Sizer	Booker T. Washington
John Dewey	Rafe Esquith
Temple Grandin	W.E. B. Du Bois

Film and Ethical Leadership: Examples

Lean on Me	Stand and Deliver
Life is Beautiful	To Sir with Love
Mr Hollands Opus	We are the People we've been Waiting for
The Ox-Bow Incident	2 Million Minutes
Presumed Innocent	Music of the Heart
Primary Colors	Dangerous Minds
Sommersby	Freedom Writers
The Breakfast Club	Good Will Hunting

Thirteen Days   Good bye Mr. Chips
Precious

Discussion/Participation (10 points x 7=total 70 points)

The importance of participation in this course cannot be stressed enough. It is assumed that all students in this course have a strong interest in ethical educational leadership and are preparing for roles in which many of the topics covered will be extremely relevant. Your participation grade will depend on your contribution to class discussion. In order to contribute fully, students must arrive for class well prepared, and the quantity and quality of class participation should demonstrate this preparedness.   A rubric for this assignment appears near the end of the syllabus.

Final Reflection Essay – (90 Points)

To complete the work of this course you will write a paper telling what you have learned and how the ideas from the readings, lectures, discussions and presentations are integrated into your thinking, beliefs and practices. This essay will be computer produced using APA format and 4 -6 pages in length. You will write this paper outside of class and submit it through Blackboard. This essay is due August 26, 2014.

Discussion areas for Ethical Educational Leadership

Honest Leadership – fair and straightforward ethical leaders demonstrate honorableness, dignity, propriety, suitableness and decency recognizing the sacred trust placed upon them.
Respectful Leadership– considerate and appreciative ethical leaders build authentic relationships that celebrate our differences and similarities.
Integrity in Leadership - upright and moral ethical leaders without faltering promote trust, respect and civility with active or anxious high regard for the standards of one's profession, calling, or position.
Justice in Leadership – impartial and fair ethical leaders righteously distribute things and positions for the common good of the community while all the while holding everyone to the same high standards.
Charitable Leadership – benevolent and kind ethical leaders foster goodwill toward or unlimited loving-kindness toward all others regardless of social standing.
Philanthropic Leadership – generous ethical leaders encourage others to follow their example of sharing of time, talent, or treasure intended to increase the well-being of humankind.
Compassionate Leadership - sympathetic and contagious ethical leaders sense deeply the injustices, suffering and misfortune of others and inspire others to find community connectedness and to seek ways to alleviate inequality, disadvantage and prejudice.
Courageous Leadership – brave and fearless ethical leaders have qualities of mind and spirit that enable people to venture, persevere, and withstand difficulties and challenges in order to bring success and happiness to humankind.

WEEKLY TOPICS AND READINGS

June 27

Required reading:

Johnson, *Meeting Ethical Challenges of Leadership* **p. 1 - 62**

Optional reading: PEER REVIEWED AND PROFESSIONAL JOURNALS

Ornstein, A., Pajak, E. & Ornstein, S. (2007). *Contemporary issues in curriculum*. 5th ed. Boston: Allyn and Bacon. Ch. 24 Sergiovanni.

Clarke, K. (2007). What would Drucker do? *Associations Now*, 3(12).

Glanz, J. (2008). Five Essential Virtues for Leading Ethically. *Principal Leadership,* (High School Ed.) 8(9).

Mills, R. (2006). The Keisey Temperament Model: A model for helping educational administrators facilitate ethical decision making. *Education,* 126(3).

July 11

Required reading:

Johnson, *Meeting Ethical Challenges of Leadership* **p. 77- 135**

Optional reading: PEER REVIEWED AND PROFESSIONAL JOURNALS

Olson, B., Parayitami, S. & Bao, Y. (2007). Strategic decision making: The effects of cognitive diversity, conflict, and trust on decision outcomes. *Journal of Management*, 33(2).

Schnebel, E. (2000). Values in Decision-Making Processes: Systematic Structures. *Journal of Business Ethics*, 27.
Strike, K. (1988). The ethics of teaching.   *The Phi Delta Kappan*. 70 (2).

Starratt, R. (2005). Responsible leadership. *The Educational Forum*. 69(2).

Tichy, N. & Bennis, W. (2007). Making judgment calls: The ultimate act of leadership. *Harvard Business Review,* Oct.

 Velasquez, M., Moberg, D., Meyer, J., Shanks, T., McLean, M., DeCosse, D., André, C. & Hanson, K. (2009). A framework for thinking ethically. Markkula Center for Applied Ethics at Santa Clara University. Retrieved from

http://www.scu.edu/ethics/practicing/decision/framework.html

July 18

Required reading:

Johnson, *Meeting Ethical Challenges of Leadership* p. 151- 259

Optional reading: PEER REVIEWED AND PROFESSIONAL JOURNALS

Goldblatt, P. (2005). Dealing with Religious intolerance. Chapter One. *Cases for teacher development*. Sage Publications. Retrieved September 2, 2008 at http://209.85.173.104/search?q=cache:-MofQFrrS4cJ:www.sagepub.com/upm data/5190_Goldblatt_

Rockler, M. (2007).Ethics and professional practice in education. *Phi Delta Kappa*, 521.

Skerrett, A. (2008). Radicalizing educational change: Melting pot and mosaic influences on educational policy and practice. *Journal of Educational Change*, 9.

Woods, P. (2006). A democracy for all learners: Ethical rationality and the affective roots of democratic leadership. *School Leadership and Management,*. 26(4).

Wuthnow, D., Myers, J. (2008). America and the challenge of religious diversity. Carnegie Council. Retrieved on September 2, 2008. http://www.cceia.org/resources/transcripts/5234.html

July 25

Required Readings:

Johnson, *Meeting Ethical Challenges of Leadership* p. 271- 397

Optional reading: PEER REVIEWED AND PROFESSIONAL JOURNALS

Barnhart, J. (2008). Beyond being positive. *Supervision,* 69(5) May.

Bouckenooghe, D., Vanderheyden, K.,   Mestdagh, S., Laethem, S. &Van, S. (2007). Motivation Correlates of Coping Style in Decisional Conflict. *Journal of Psychology,* 141(6).

Haughey, L. (2003). Five standards of excellence practiced by ethical leaders. In M. Carosolli (Ed.), *The Business ethics activity book: 50 exercises for promoting integrity at work.* AMACOM Books.

King, S. (2006). The Moral Manager. *Integrity.* 8(2).

Noddings, N. (2006). Educational leaders as caring teachers. *School Leadership and Management,* 26(4).

Pops, G. (2006). The ethical leadership of George C. Marshall. *Public Integrity,* 8(2).

Stephenson, M. (2007). The "permanent things" and the role of the moral imagination in organizational life: Revisiting the foundations of public and nonprofit leadership. *Administrative Theory & Praxis* 29(2).

Woods, P. (2006). Democracy of all learners: Ethical rationality and the affective roots of democratic leadership. *School Leadership and Management,* 26(4).

Aug 1

Required Readings:
Choose ONE of the following

Haidt, *The Righteous Mind*-Chapters 1-4

Knapp, *For the Common Good* – Chapters 1-4

Palmer, *A Hidden Wholeness*-Chapters 1-2

Optional reading: PEER REVIEWED AND PROFESSIONAL JOURNALS

Block, P. (2008). Leadership and the Small Group, *T+D* 62(7)

Denig, S. J. (2001). Ethical Dilemmas for School Administrators. *The High School Journal, May/June.*

Froschheiser, L. (2008). Unlock the Power and Potential of Your Team: 5 Secrets to Empower Your People and Become a Better Leader. *Supervision,* 69(6).

Mihans, R. (2008). Can Teachers Lead Teachers. *Phi Delta Kappan,* 89(10).

Aug 8

Field Trip

Required Reading:

Choose ONE of the following

Haidt, ***The Righteous Mind*-Chapters 5-8**

Knapp, **For the Common Good – Chapters 5-8**

*Palmer***, A Hidden Wholeness-Chapters 3-4**

Optional reading: PEER REVIEWED AND PROFESSIONAL JOURNALS

Connolly, M. (2008). The Courage of Educational Leaders. *Principal*, 87(5).

Rabotin, M. (2008). Deconstructing the Successful Global Leader. *T & D*, 62(7).

Robicheau, J. (2006). Ethical standards and standardized tests. *Encounter,* 19(2).

Aug 15

PRESENTATIONS

No required reading

Optional reading: PEER REVIEWED AND PROFESSIONAL JOURNALS

Archibald, S. (2006). Narrowing in on educational resources that do affect student achievement. *Peabody Journal of Education.* 81(4).

Caldwell, C., Hayes, L. Karri, R. & Bernal, P. (2007). Ethical stewardship – Implications for leaders and trust. *Journal of Business Ethics*, 78.

Miles, K. (2001). Putting money where it matters. *Educational Leadership.* Sept.

Stern, M. (2008). The Ten Worst Leadership Habits. *Canadian Business*. March.

Zellmer, M. Frontier, A. & Pheifer, D. (2006). What are NCLB's instructional costs? *Educational Leadership.* Nov.

Aug 22 PRESENTATIONS
 No required reading

Optional reading: REVIEWED AND PROFESSIONAL JOURNALS

Arjoon, S. (2007). Ethical Decision-Making: A Case for the Triple Font Theory. *Journal of Business Ethics*,71.

Fennell, (2008). H. Walking a Fine Balance: The Life History of a Woman Principal *Journal of Women in Educational Leadership*, 6(2).

Friedman, S.D. (2008). Be a better leader, have a richer life. *Harvard Business Review*, April.

Lengbeyer, L. (2005). Selflessness & cognition. *Ethical Theory & Moral Practice,* 8(4), 411- 435.

Marshall, K. (2008). Priority Management for Principals. *Principal Leadership*. March.

Palmer, P.J. (2008). On the edge: Have the courage to lead with soul. *National Staff Development Council*, 29(2).

Aug 29   No class.   FINAL REFLECTION ESSAY DUE.

	In Class	Readings Due	Assignments Due
June 27	CLASS IS ONLINE	**Read syllabus** *Readings:* **Johnson, *Meeting Ethical Challenges of Leadership* p. 1 - 62**	
	FOURTH OF JULY NO CLASS	**CAMPUS CLOSED ALL UTILITIES SHUT DOWN)**	
July 11	Lecture Discussion of readings /activities	**Readings: Johnson, *Meeting Ethical Challenges of Leadership* p. 77- 135**	**Critical Analysis 1 for Johnson p. 1- 62. DUE**
July 18	Lecture Discussion of readings /activities	**Readings: Johnson*, Meeting Ethical Challenges of Leadership* p. 151 – 259**	**Critical Analysis 2 for Johnson p. 77-135. DUE**
July 25	Lecture Discussion of readings /activities	**Readings: Johnson, *Meeting Ethical Challenges of Leadership* p. 271- 397** *Choose ONE of the following* **Knapp, *For the Common Good* – Chapters 1-4** **Palmer, *A Hidden Wholeness-* Chapters 1-2** **Haidt, *The Righteous Mind-*Chapters 1-4**	**Critical Analysis 3 for Johnson p.151-259. DUE**
Aug 1	Lecture Discussion of readings/ activities	*Choose ONE of the following* *Knapp,* **For the Common Good – Chapters 5-8** *Palmer***, A Hidden Wholeness- Chapters 3-4** **Haidt, *The Righteous Mind-*Chapters 5-8**	**Critical Analysis 4 for Johnson p.271- 397. DUE**
Aug 8	**FIELD TRIP-** Diversity and Ethical Decision making		
Aug. 15	Presentations		**Presentations DUE**
Aug 22	Presentations		**Presentations DUE**
Aug 29 Final	NO CLASS		**Final Reflection paper due**

Course Policies

Statement of Reasonable Accommodation. The COE faculty members fully support the Americans with Disabilities Act (ADA). The members of the faculty will provide reasonable accommodation to any student with a disability who is registered with Human Services who needs and requests accommodation. Reasonable accommodation may involve allowing a student to use an interpreter, note taker, or reader: accommodation may be needed during class sessions and for administration of examinations. The intent of the ADA in requiring consideration of reasonable accommodation is not to give a particular student an unfair advantage over other students, but simply to allow a student with a disability to have an equal opportunity to be successful.

Academic Honesty. Plagiarism and cheating are violations of the Student Discipline Code. Plagiarism is the presentation as one's own, the ideas and writing of another. Plagiarism is academically dishonest and subjects the offending student to penalties up to and including expulsion. Students must make appropriate acknowledgements of the original source where material written or compiled by another is used. If the student does not wish to accept the sanction proposed by the instructor, the student may request and require that the allegation be referred to the Judicial Affairs Officer. In the event, the procedures specified under Executive Order 628 (Student Disciplinary Procedures of the California State University) shall be observed. The instructor shall not impose any sanction other than the sanction(s) imposed through the disciplinary procedure.

Laptop Use: Laptop use in classrooms creates new and exciting possibilities for teachers and students when used appropriately. Please use your laptop ethically and for educational purposes and activities permitted by the instructor. Unacceptable uses include: instant messaging, e-mailing, unassigned Internet browsing, game-playing and completing homework for other classes. Violations of this request will result in withdrawal of permission to use the laptop in this class and may affect your grade in the course.

Technology Requirements: This course requires that all students have Internet access as well as access to a computer for the 11-week duration of the course. You will also need the Microsoft Word program for word processing. For students without such access, the following computer lab is available in the library at CSU, San Bernardino: Location: Pfau Library PL-1105, PL-1109. Hours: Monday-Thursday, 8 AM-10 PM, Friday 8 AM - 5 PM, and Saturday & Sunday 9 AM - 5 PM. If you are unable to submit your work via e-mail or the Blackboard system due to a technical difficulty, you can submit a hard copy of your work to your instructor within two days of the posted due date without any penalty. Assignments can be hand-delivered to the instructor's mailbox or they may be faxed to the following number: 909-537-5992.

Programs and Plug-ins: This course is partially online. Some instructional content and interaction takes place through the web based course management system, Blackboard. In addition to baseline word processing skills and sending/receiving email with

attachments, students will be expected to search the internet and upload /download files. Students may need one or more of the following plug-ins:

- Adobe Acrobat Reader: http://www.adobe.com/products/acrobat/readstep2.html

- PowerPoint Viewer:
  http://www.microsoft.com/downloads/details.aspx?FamilyId=428D5727-43AB-4F24-90B7-A94784AF71A4&displaylang=en

- Windows Media Player:
  http://www.microsoft.com/windows/windowsmedia/download/

- QuickTime Player: http://www.apple.com/quicktime/download/

- Real Player: http://www.real.com/player

- Macromedia Flash Player:
  http://www.adobe.com/shockwave/download/download.cgi?P1_Prod_Version=ShockwaveFlash

Course Attendance

Full attendance and active participation is the expectation. This course incorporates discussion of contemporary issues. The quality of the learning environment depends on your attendance and participation. On the occasion that you must miss class you are expected to contact the professor prior to the class meeting, and provide a valid, legitimate, substantiated explanation for your absence.

Your participation in class is valued. This includes your contribution to whole group discussion and work in small groups. If you are not present or tardy you cannot contribute or learn from the contributions of your classmates. If you should be absent for a class, there is an assignment for the session that must be completed to receive your twenty participation points for that week. The five page makeup paper can earn you the twenty participation points for the class that you missed. You need to contact the instructor for the particular topic of your paper.

Commitment to Diversity

In our commitment to the furthering of knowledge and fulfilling our educational mission, California State University, San Bernardino seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds and we seek to include knowledge and values from many cultures in the curriculum and extra-curricular life of the campus community. Dimensions of diversity shall include, but are not limited to, the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age. (from the *CSU San Bernardino University Diversity Committee Statement of Commitment to Diversity, 1995*) In keeping with the university's Commitment to Diversity, the faculty of the College of Education fully support the Americans with Disabilities Act (ADA). Faculty will provide reasonable accommodation to any student with a disability who is

registered with the Office of Services to Students with Disabilities and who needs and requests accommodation. If you are in need of an accommodation for a disability in order to participate in this class, please let me know ASAP and also contact Services to Students with Disabilities at UH-183, (909)537-5238.

Student Learning Objective:	California Professional Standards for Educational Leaders 2007	NCATE Professional Standards Conceptual Framework 2006
Student Learning Objective: Effective communicators and collaborators **Student Indicators:** e. Demonstrates open communication with stakeholders. f. Demonstrates communication in a timely fashion with consultants. g. Demonstrates collaborative communication with all public agencies. h. Develops positive, meaningful and sustaining relationships with all constituents. Suggested alignment to Assignment:1) Readings and discussion for Ethics of Multicultural and Religious Diversity 2) Critical Analysis Paper 3) trip to Buddhist temple	**Standard 6** A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. **Standard 4** A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources	**Standard 4: Collaboration with Families and the Community** Candidates demonstrate the knowledge, skills, and dispositions to inform families of issues/ principles in the interests of children. **Standard 6: The Political, Social, Economic, Legal and Cultural Context** Candidates demonstrate the knowledge, skills, and dispositions to view education as key to opportunity, mobility, and self-realization.
Student Learning Objective: Leaders dedicated to the premise that all students can learn. **Student Indicators:** g. Provides visionary leadership for a climate of learning. h. Analyzes the individual needs of students in the learning process. i. Establishes programs that are conducive to all learning styles. j. Provide authentic learning experiences. k. Monitors student progress on a timely basis. **l.** Evaluates student outcomes in relation to established standards Suggested alignment to Assignment:1) Readings and discussion -Cognitive development approach and new civil rights movement 2) Critical Analysis paper	**Standard 3** A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment,	**Standard 3: Management** Candidates demonstrate the knowledge, skills, and dispositions to Enhance teaching and learning through decisions and accept responsibility for student outcomes and performances
Student Learning Objective: Ethical leaders and decision makers. **Student Indicators:** e. Provides the leadership to establish a code of ethics.	**Standard 5** A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional	**Standard 5: Acting with Integrity, Fairness, and in the Ethical Manner** Candidates demonstrate the knowledge, skills, and dispositions to demonstrate

f. Models ethical behavior. g. Expects and reinforces ethical behavior. h. Models decision making grounded in ethics. Suggested alignment to Assignment:1) Reading of required articles 2) Annotated Bibliography	leadership capacity,	values/ ethics/ beliefs that inspire others and Make decisions based on ethical principals
Student Learning Objective: Instructional leaders. **Student Indicators:** e. Provides a climate for positive relationships and effective teaching and learning. f. Ensures that appropriate instructional materials and technology are available. g. Provides sensitive supervision which promotes effective teaching. h. Establishes professional, positive, meaningful, and sustaining relationships with faculty to constantly monitor the effectiveness of the program. Suggested alignment to Assignment:1) Readings and discussion for Ethics of Caring 2) Critical Analysis Paper	**Standard 2** A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth,	**Standard 2: School Culture and Instructional Programs** Candidates demonstrate the knowledge, skills, and dispositions to identify effective principles of instruction
Student Learning Objective: Visionary leaders. **Student Indicators:** a. Develops a shared vision. b. Plans and implements activities to support this vision. c. Provides appropriate staff development to ensure the implementation of the vision. d. Facilitates the stewardship of a vision of learning that is shared and supported by the school community. Suggested alignment to Assignment:1) Readings A Hidden Wholeness 2) Presentation	**Standard 1** A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community,	**Standard 1: A Vision of Learning** Candidates demonstrate the knowledge, skills, and dispositions to communicate vision, mission, and goals

EDUC 726 Ethical Leadership and Decision Making in Education
Critical Analysis Paper Rubric

Student name:_____ SCORE_____

Performance Elements	30	20	10	5
o Analyze and interpret results or outcomes of ideas presented and draw reasonable conclusions from the analysis	Clearly and precisely analyzes and interprets evidence, statements, graphics, questions, etc. Draws warranted insightful, reasonable conclusions.	Competently analyzes and interprets evidence, statements, graphics, questions, etc. Draws warranted reasonable conclusions.	Competently analyzes and interprets some evidence, statements, graphics, questions, etc. Draws few warranted or reasonable conclusions.	Fails to analyze or interpret evidence, statements, graphics, questions, etc. Draws unwarranted or fallacious conclusions. Argues using fallacious or irrelevant reasons
o Provide reasoned support for beliefs or ideas	Infers and reasons from clearly stated premises to implications and consequences. Clearly justifies results and procedures. Clearly explains assumptions and reasoning.	Uses evidence and inference to reason competently from clearly stated premises to implications and consequences. Justifies some results or procedures. Explains some reasoning.	Inconsistently uses evidence and inference to reason from clearly stated premises to implications and consequences. Justifies few results or procedures. Seldom explains reasoning.	Infrequently uses evidence and inference to reason from clearly stated premises or to recognize implications and consequences. Does not justify results or procedures. Does not explain reasoning.
o Analyze content, discover meaning or significance, draw conclusions, and make an assessment.	Fair-mindedly follows where evidence and reasoning lead. Thoroughly analyzes content and examines relevant evidence. Clearly articulates meaning or significance, based on evidence. Draws insightful conclusions. Makes a thorough, insightful assessment based on appropriate and consistent standards or criteria.	Follows where most of the evidence and reasoning lead. Analyzes content, examines relevant evidence. Infers some meaning or significance, based on evidence. Draws conclusions. Makes a fair assessment, based on appropriate standards or criteria	Has difficulty considering theories or perspectives other than those based on self-interest or preconceptions, regardless of evidence or reasoning. Gives an incomplete analysis of content and evidence. States only the obvious meaning, significance or conclusions of the content. Makes an unclear assessment or one based on irrelevant or inconsistent standards or criteria.	Ignores theories or perspectives other than those based on self-interest or preconceptions, regardless of evidence or reasoning. Exhibits close-mindedness or hostility to reason. Fails to state any meaning, significance, or conclusions of the content. Fails to make an assessment or bases the assessment on irrelevant standards or criteria.
o Compare and evaluate opposing arguments or ideas.	Thoughtfully analyzes and evaluates alternative points of view, using appropriate comparison points and criteria.	Offers analyses and evaluations of obvious alternative points of view, using appropriate comparison points and criteria.	Superficially analyzes and evaluates obvious alternative points of view, with some comparison points and criteria.	Ignores or fails to evaluate alternative points of view.

EDUC 726 Ethical Leadership and Decision Making in Education
Oral Presentation Rubric

Student_____   SCORE_____

Performance Elements	120	100	80	70
Awareness of Audience	Significantly increases audience understanding and knowledge of topic; Effectively convinces an audience to recognize the validity of a point of view.	Raises audience understanding and awareness of most points; Clear point of view, but development or support is inconclusive and incomplete.	Raises audience understanding and knowledge of some points; Point of view may be clear, but lacks development or support.	Fails to increase audience understanding or knowledge of topic. Fails to effectively convince the audience.
Strength of Material, Organization	Clear purpose and subject; Pertinent examples, facts, and/or statistics; Concepts/ideas are supported by evidence; Major ideas summarized and audience left with full understanding of presenter's position.	Has some success defining purpose and subject; Some examples, facts, and/or statistics support the subject; Includes some data or evidence which supports conclusions or ideas; May need to refine summary or final idea.	Attempts to define purpose and subject; Weak examples and very thin data or evidence in support of ideas or conclusions; Major ideas may need to be summarized or audience is left with vague idea to remember.	Subject and purpose are not clearly defined; Very weak or no support of subject through use of examples, facts, and/or statistics; Totally insufficient support for ideas or conclusions. Major ideas left unclear, audience left with no new ideas.
Delivery	Uses power point, charts, props, costumes, music, film clips, realia or other media so the audience is informed and entertained	Presentation is informative but not entertaining	Presentation is entertaining but not informative	Presentation is neither informative or entertaining

Rubric - Group Discussion of Weekly Readings

Group member being evaluated:_____ SCORE_____

Performance Elements	10	8	6	3
Contributions	Routinely provides useful ideas when participating in the group discussion. Follows protocol with prepared notes, distributes or posts quotes, participates in answering the posed questions and respects opinions of all.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Quality of Work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a positive attitude about the task(s).
Preparedness	Brings needed materials to class and is always ready to work.	Almost always brings needed materials to class and is ready to work.	Almost always brings needed materials but sometimes needs to settle down and get to work	Often forgets needed materials or is rarely ready to get to work.
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Monitors Group Effectiveness	Routinely monitors the effectiveness of the group, and makes suggestions to make it more effective.	Routinely monitors the effectiveness of the group and works to make the group more effective.	Occasionally monitors the effectiveness of the group and works to make the group more effective.	Rarely monitors the effectiveness of the group and does not work to make it more effective.
Time-management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.

EDUC 726 Ethical Leadership
Final Reflection Essay Rubric

Student name:_____ SCORE_____

Performance Elements	45	40	35	30
o Analyze and ideas presented and draw reasonable conclusions from the analysis	Clearly and precisely analyzes and interpretation, statements, graphics, questions, etc. Draws warranted insightful, reasonable conclusions.	Competently analyzes and interpret, questions, etc. Draws warranted reasonable conclusions.	Draws few warranted or reasonable conclusions.	Fails to analyze. Draw unwarranted or fallacious conclusions. Argues using fallacious or irrelevant reasons
o Provide reasoned support for beliefs or ideas	Infers and reasons from clearly stated premises to implications and consequences. Clearly explains assumptions and reasoning.	Uses evidence and inference to reason competently from clearly stated premises to implications and consequences. Explains some reasoning.	Inconsistently uses evidence and inference to reason. Justifies few ideas and opinions. Seldom explains reasoning.	Infrequently uses evidence and inference. Does not explain beliefs or reasoning.
o Analyze, draw conclusions, and discuss application	Fair-mindedly follows where evidence and reasoning lead. Thoroughly analyzes content and examines relevant evidence. Clearly articulates meaning or significance, based on evidence. Draws insightful conclusions. Makes a thorough, insightful assessment based on appropriate and consistent standards or criteria.	Follows where most of the evidence and reasoning lead. Analyzes content, examines relevant evidence. Infers some meaning or significance, based on evidence. Draws conclusions. Makes a fair assessment, based on appropriate standards or criteria	Has difficulty considering theories or perspectives other than those based on self-interest or preconceptions, regardless of evidence or reasoning. Gives an incomplete analysis of content and evidence. States only the obvious meaning, significance or conclusions of the content. Makes an unclear assessment or one based on irrelevant or inconsistent standards or criteria.	Ignores theories or perspectives other than those based on self-interest or preconceptions, regardless of evidence or reasoning. Exhibits close-mindedness or hostility to reason. Fails to state any meaning, significance, or conclusions of the content. Fails to make an assessment or bases the assessment on irrelevant standards or criteria.