

Think critically, transform practice, and promote justice.

EDFL 671 Ethical Perspectives on Educational Leadership (3 credits)
George Fox University Redmond Center
Fall Term 2006 (Rev. 9-1-06)

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 Office Hours: COCC-Redmond, Bldg. #1, By appointment

Schedule of Class Sessions: Saturdays, 8:00am – 4:00 pm & Online Work

September 16 Class
 September 23 By midnight online assignment due
 September 30 Class
 October 7 By midnight online assignment due
 October 14 Class
 October 21 By midnight online assignment due
 October 28 Class
 November 4 By midnight online assignment due

Students with Disabilities:

“If you have specific physical, psychiatric, or learning disabilities and require accommodations, please contact the Disability Services office early in the term so that your learning needs may be appropriately met. You will need to provide current documentation of your disability to Disability Services. For more information, contact Rick Muthiah, Director of Disability Services (ext. 2314 or rmuthiah@georgefox.edu) or go to ds.georgefox.edu.”

“The Academic Resource Center (ARC) provides all students with free writing consultation, general tutoring, academic coaching, and learning strategies (e.g., techniques to improve reading, note-taking, study, time management.) The ARC hours of operation are from 1:00-10:00 p.m., Monday through Thursday, and 12:00-4:00p.m. on Friday. Call ext. 2327 or email the arc@georgefox.edu to schedule an appointment. Visit arc@georgefox.edu for information about ARC Consultants; areas of study, instructions for scheduling an appointment, and helpful learning tools. Call Rick Muthiah, Director of the Academic Resource Center, at ext. 2314 if you have questions.”

Course Description:

As educators, we spend our lives in a social interchange with our students, peers and our community. This social interchange requires us to be knowledgeable in solving problems, building consensus, resolving conflict and establishing community connections. These skills are most effective when people within a school community agree on values that shape the mission of their organization.

This course examines how belief structures under-gird the methods educators use to motivate people to learn. Through the light of ethical theory students examine how organizational leaders respond to the situations they face. Students also reflect on and apply their own values and ethical understanding to shed light on case studies that represent situations they often face as educational leaders. “It is the process of judging

cases against principles and of criticizing and reformulating moral principles that constitutes the art of moral reflection” (Strike, Haller and Soltis, 1998).

Objectives:

1. Demonstrate and promote ethical standards of democracy, equity, diversity, and excellence and promote communication among diverse groups.
2. Demonstrate and promote values, ethics, beliefs, and attitudes that achieve the goals of the school, district or educational organization.
3. Demonstrate knowledge of organizational values within the context of the district and community and use that knowledge for solving organizational problems.
4. Assess the relevance of ethical codes that influence public and private education in America. (e.g., American Association of University Professors, National Association for the Education of Young Children, National Education Association, Oregon Administrative Rule 584-020-0035).
5. Examine, clarify, and improve on their internal pictures of the world, and explore how their inner values shape their external actions and decisions.
6. Understand the intersection of ethics and law, especially related to religion.

Relevance of EDFL 671 to GFU Mission, Objectives and SOE Conceptual Framework:

The mission of the university from its beginning (in 1891) has been to demonstrate the meaning of Jesus Christ by offering a caring educational community in which each individual may achieve the highest intellectual and personal growth, and by participating responsibly in our world’s concerns. The foregoing mission statement of George Fox University is detailed in the following institutional objectives:

- Teach all truth as God’s truth, integrating all fields of learning around the person and work of Jesus Christ, bringing the divine revelations through sense,, reason, and intuition to the confirming test of Scripture.
- Support academic programs that liberate the student for a life of purpose and fulfillment through an awareness of the resources of knowledge and culture available; maximize career-oriented education through counseling, curriculum, field experience, and placement.

Source: George Fox University (2004). Graduate Catalog, 2003-04. Retrieved July 14, 2004 from <http://www.georgefox.edu/catalog/graduate>

Thinking critically, transforming practice, and promoting justice are the key components of the School of Education’s mission statement. To *think critically* informs our teaching and celebrates a professional life of reflection and learning. To *transform practice* is to undergo a metamorphosis, it speaks of change, adaptation, and reinvention. *Promoting justice* is a commitment to ethical practice, reflectively thinking about the values that often appear to be a conflict between two right courses of action: individual versus community, truth versus loyalty, short-term versus long term, and justice versus mercy (Darling-Hammond,; Rhodes, 2002).

Required Textbooks:

Boss, J. A. (2004). *Ethics for life: A text with readings*. (3rd edition.) Boston: McGraw Hill. ISBN 0-07-283133-2

Wilkins, S. (1995). *Beyond bumper sticker ethics: An introduction to theories of right and wrong*. Downers Grove, IL: InterVarsity Press. ISBN 0-8308-1527-9

Suggested Readings:

Strike K., Haller E., & Stoltis, J. (1998). *The ethics of school administration*. (2nd edition.) Teachers College Press. ISBN 0-8077-3759-3

Lawhead, W. (2006). *The philosophical journey: An interactive approach*. (3rd edition.) McGraw Hill. ISBN 0-07-296355-7

Note: If you're using these as citations in your research papers they conform to the APA 5th edition with the exception of the ISBN which is included here for ordering purposes but should not be included in a reference list.

Structure:

Our inquiry will take the form of daily colloquium discussion, case studies, and simulations. Your active participation in this class constitutes an important part of this course. To prepare you for the class sessions you will read our main textbooks on ethical theories (Boss & Wilkins), read excerpts on ethical leadership, one biography or oral history of your own choosing, and several shorter journals.

Assignments:

You will show evidence of your knowledge gained in the class by completing the following:

1. Preparation, presence and participation: (30%)

It is extremely important that you make it a priority to attend each of the four class sessions as well as participate in the interactive online discussions. Students missing a portion of the class sessions will be docked points. If an absenteeism takes place, students may wish to complete an additional assignment as determined by the instructor to recoup half of the points back.

In addition, preparation and participation in class discussions is vital for the success of the classes. We each rely on one another for discussions to be beneficial.

2. Online discussions: (15%) (Sept 23, Oct 7, Oct 21)

- a. During the weeks that we do not meet face to face there will be a few discussion questions to ascertain your understanding of the readings either from the texts or the cases.

- b. You should log into the discussion site a minimum of two times each week that we do not have class.
- c. Each time you log in you should either initiate conversation or respond to someone else's questions or comments, totaling at least four responses each week.

3. Ethical survey reflection: (10%)

Pre-assessment: At the *beginning* of this course, write two pages double spaced *maximum* about your opinions about ethics based on your current understanding of ethical perspectives as it relates to the educational environment. Due: September 16
 Post-assessment: At the *end* of this course, write two pages double spaced *maximum* about your opinions about ethics based on your understanding of ethical perspectives as it relates to the educational environment. Due: November 4

4. Case studies: (15%) Write three (3) reflective responses (papers) to the case studies distributed in class or posted on the class webpage. The response should be a minimum of two pages double spaced word processed but no more than four (4) pages for each paper.

- a. The reflective responses are due:
 - i. September 30 in class (analyze any of the cases used up to this point using either divine command, virtue or natural law)
 - ii. October 14 in class (analyze any of the cases used up to this point using either natural law, Kantian, or utilitarian)
 - iii. October 14 in class (analyze using either cultural relativism, existentialism, Deweyan, behaviorism or situation ethics)
- b. The format for the reflective response should contain these sections:
 - i. Ascertain the characters and issues in the case,
 - ii. Then analyze the situation based upon the major ethical decision makers, what are their options, what consequences might happen. Usually in ethical cases there is one or perhaps two people who are making the ethical decision as a response to actions of other people. Focus on the ethical response and not upon the initial actions of people that caused the situation.
 - iii. Analyze the case based on the ethical theories as outlined in (a) above. The purpose here is to help you understand how this theory would solve the situation.
 - iv. Then recommend our own solution backing up with your rationale for this choice.

5. Ethical Theory paper: (30% for entire project, 20% is written, 10% oral)

Due: paper and oral presentation on October 28.

- a. Choose one of the ethical theories studied in the course outline.
- b. Spend some time understanding this ethical theory. So that you are reading broadly, use at least *three (3)* additional scholarly sources beyond the required textbooks.
- c. Write a short (6-8 page double spaced word processed) research paper that:
 - i. Summarizes some of the major attributes of this theory (2 pages)
 - ii. Evaluates the theory – (2 pages) and

- iii. Applies this theory to an educational organization (fact or fiction). In other words, if our school or college adopted this ethical framework this is what it would look like. (be creative (2 pages)
- d. Oral presentation on this theory. Be creative – visual, kinesthetic.

Session #1 Saturday, September 16

Prior to class: assigned reading in

*Read Wilkens, chapters 1-5

*Take notes or use a graphic organizer for each chapter to summarize key information and include any questions you may have. (Keep notes brief. You will show instructor your notes in class but not hand in.)

*Write two-page pre-assessment paper (see #3 under assignments): Bring to class

During class:

Discuss syllabus and get acquainted

Discuss Wilkens, chapters 1-5 (cultural relativism, ethical egoism, behaviorism, utilitarianism)

Online Week Leading Up To Saturday, September 23

Read Boss, chapters 1, 2

Read Wilkens, chapters 6 - 8

Respond online to questions, narratives, case studies presented by instructor and/or colleagues.

Session #2 Saturday, September 30

Read Boss, chapters 3, 4

Read Wilkens, chapters 9 - 11

Case Study #1 due.

During class:

Online Week Leading Up To Saturday, October 7

Read Boss, chapters 5, 6, 7

Respond online to questions, narratives, case studies presented by instructor and/or colleagues.

Session #3 Saturday, October 14 Read Boss, chapters 8, 9 Case Study #2 and #3 due. During class:
Online Week Leading Up To Saturday, October 21 Read Boss, chapters 10, 11 Respond online to questions, narratives, case studies presented by instructor and/or colleagues.
Session #4 Saturday, October 28 During class: Ethical Theory Paper and oral presentation due.
Online Week Leading Up To Saturday, November 4 Ethical post-assessment survey due.