

**Loyola University Chicago**  
**School of Education**  
*Professionalism in Service of Social Justice*

**ELPS 561: Seminar in Current Issues in Administration: The Ethics of Human Resources**  
**Fall 2010**

Professor:	Marla Israel, Ed.D.	Meeting Time:	Wednesdays 7 – 9:30 p.m. Water Tower Campus 525 Corboy Law Center
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**Course Description:** This course is intended to provide future and practicing administrators with a mindful framework for constructing the questions necessary to realize the moral/ethical dimensions that are currently at stake in our educational institutions with an emphasis on ethical dilemmas involving human resource administration. From this heightened awareness, we will work as a community of learners to together build reasoning, motivation, and implementation strategies to solve these ethical dilemmas as they arise within our schools today (Rest, et.al., 1999). Through readings, discussions, and case analysis, we will draw upon our past experiences to help inform our future ethical decision making abilities. The hope is that students who take this course, who are future or practicing administrators, will demonstrate “preferred patterns of professional practice” not only in relation to student academic outcomes but also in the ethical leadership of schools (Ozar, 1994).

**Conceptual Framework:**

This course is designed for students whose goals is to a school leader – regardless of specific position. “Professionalism in Service of Social Justice,” Loyola Chicago’s School of Education’s conceptual framework, represents the foundation upon which this course has been developed. In support of this fundamental tenant of leadership development, this course rests on the belief that when an educational leader practices professional ethical behavior that is aligned with his/her own personal ethical belief system, that this leader will act with integrity and truly fulfill his/her vocation. This vocation being the call to lead schools with “*moral purpose writ large – principled behavior connected to something greater than ourselves that relates to human and social development*” (Fullan, 2002)

**Introduction:**

Within educational leadership there are multiple influences that have the power and authority to “lead us away from the path that best embodies who we were meant to be” (Neafsey, 2003). With an increase in federal and state mandates, and an ever-increasing diverse and global population to educate within our public schools, school leaders are often faced with ethical dilemmas concerning students, their families, and the educational community at large. To begin to address these ethical dilemmas, and the multiple influences vying for attention, the educational leader must become aware of what is morally/ethically at stake in the situation and must possess reasoning and other reflective skills leading to judgments about what ought to be done, given what is morally/ethically at stake in the situation (Ozar, 2001). This course will begin to build this awareness and these reasoning skills by asking the student to examine the nature of a profession through person-to-person narrative and case-to-case analysis. In particular, our beginning questions will be: 1) What makes education a profession? 2) What are the obligations that we have as a professional? 3) How does our vocation influence these obligations?

Using our professional obligations as a framework for dialogue, we will discern how our profession states its central values within the various school organizational mission statements and ethical codes of conduct. We will then explore the extent to which these mission statements and ethical codes of conduct align with our personal calling to serve as educational leaders. In particular, we will try to articulate our profession's central values as they pertain to the following questions:

- a. How do we best care for children and teachers?
- b. What are the institutional situations that we face today?
- c. How do we create a culture of sustained change fostering the intrinsic interests of teachers and leaders to do good work? (Fullan, 2002)

### **Diversity:**

While our student population becomes more and more diverse, the teaching staff of our schools remains predominately white and female - the supervisor staff predominately white and male. As we explore ethical dilemmas related to human resource management and leadership within schools, we will be mindful of our professional obligation to create positive will and sustained capacity to ensure that all educational stakeholders within our schools may fulfill the promise of public education.

### **Technology:**

The information pertinent to school organizations, ethics, and leadership constantly changes. Therefore, throughout this course, students will develop and practice skills in locating and using on-line resources critical to these topics. Additionally, all participants will follow chat room ethical conduct as prescribed by the chat room ethical code of conduct that will be created on the first night of class.

### **Academic Honesty**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

[http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to:

[http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

### **Accessibility**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

### **Harassment (Bias Reporting)**

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

### **Course Objectives aligned with and stated by the Educational Leadership Program Standards (ELCC) and the Illinois State Board of Education**

Use motivational theory to create human resource conditions that motivate staff, students and families to achieve the school's vision. (ELCC 1.2; ISBE 2B)

Frame, analyze, and resolve problems using appropriate problem solving techniques and decision-making skills. (ELCC 1.4; ISBE 1C)

Identify and critique several theories of leadership and their application to various school environments. (ELCC 1.1; ISBE 1E)

Manifest a professional code of ethics and values. (ELCC 5.1; ISBE 1G)

Identify needs for professional development, to organize, facilitate, and evaluate professional development programs, to integrate district and school priorities, to build faculty as resource, and to ensure that professional development activities focus on improving student outcomes. (ELCC 2.4; ISBE 4A)

Apply effective job analysis and performance appraisal procedures for both certified and non-certified employees. (ELCC 3.3; ISBE 4C)

Identify and apply appropriate policies, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel, with attention to issues of equity and diversity. (ELCC 3.1 & 5.2; ISBE 4E)

Apply a systems perspective, viewing schools as interactive internal systems operating within external environments. (ELCC 1.3 & 4.2; ISBE 6B)

Use appropriate interpersonal skills. (ELCC 5.1; ISBE 7A)

Use appropriate written, verbal, and nonverbal communication in a variety of situations. (ELCC 1.3; ISBE 7B)

Apply appropriate communication strategies. (ELCC 1.2; ISBE 7C)

Apply counseling and mentoring skills, and utilize stress management and conflict management techniques. (ELCC 2.1; ISBE 7E)

Use technology, telecommunications and information systems to enrich curriculum and instruction. (ELCC 2.3; ISBE 9A)

Make decisions based on the moral and ethical implications of policy options and political strategies. (ELCC 5.3 & 6.1; ISBE 11E)

**Course Objectives aligned with and stated by the Interstate School Leaders Licensure Consortium of the Council of Chief State School Officers (ISLLC) (2008):**

*Standard 5 – An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.*

Knowledge Indicators:

- 5A. Understands the purpose of education and the role of leadership in modern society.
- 5B. Recognizes various ethical frameworks and perspectives on ethics.
- 5C. Understands the values and challenges of the diverse school community.
- 5D. Is aware of the professional code of ethics.

Performance Indicators:

- 5E. Analyzes school problems with an understanding of major historical, philosophical, ethical, social and economic influences in a democratic society.
- 5F. Manifests a professional code of ethics and values.
- 5G. Bases decisions on the moral and ethical implications of policy options and political strategies.
- 5H. Promotes the values and challenges of the diverse school community.
- 5I. Communicates effectively with various cultural, ethnic, racial, special interest groups and other diverse populations in the community.
- 5J. Treats people fairly, equitably and with dignity and respect, and protects the rights and confidentiality of others.
- 5K. Encourages others in the school community to demonstrate integrity and exercise ethical behavior.

**Required Texts:**

The following books are online from **Loyola Bookstore Website**. Their web address is: [www.luc-wtc.bkstr.com](http://www.luc-wtc.bkstr.com) You are ordering books for ELPS 469 ISRAEL. **Yes, you do need the most recent editions.**

Deckop, J.R. (ed.) (2006). *Human resource management ethics*. Greenwich, CT: Information Age Publishing.  
ISBN # 978-1-59311-527-2

Shapiro, J.P. & Stefkovich, J. (2011). *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas. (3<sup>rd</sup> ed)*. New York: Routledge  
ISBN # 978-0-415-87459-5

Wagner, P.A. & Simpson, D.J. (2009). *Ethical decision making in school administration: Leadership as moral architecture*. Los Angeles, CA: SAGE.  
ISBN #978-1-4129-5215 -6

**The following will be provided to you in class:**

- A discussion and reading collection will be provided to you on the second day of class. This course pack will cost \$15 payable by check to Loyola University Chicago. Articles and activities from this collection that need to be read/reviewed before class are listed in the course calendar attached to this syllabus.

**Things you need to find and bring to class:**

- You will need a copy of your school/district mission, the district's teachers' and administrators' contracts and their respective evaluation tools. Additionally, you will need your school's Faculty Handbook. Finally, if available, please bring any Board

Policies that relate to Staff Conduct, Mentoring or a Code of Ethics. Please note the date in the course calendar that they are requested.

- You will need to have access to, and be familiar with, BLACKBOARD – Loyola University Chicago's on-line classroom. Documents and the on-line ethics chat room will occur on Blackboard.

**Supporting Reference Literature:**

See list of articles and references at the end of this syllabus.

**Evaluation:**

Class Participation and Attendance	20% (20 points)
Code of Professional Ethics Part 1	10% (10 points)
Case Analysis (3 in total)	30% (30 points)
Revised Code of Professional Ethics Part 2	20% (20 points)
Final Paper:	
Case analysis and resolution: Using your revised code of professional ethics	20% (20 points)

***Assignments will not be accepted past the stated due date on the syllabus. References must be cited using APA style 6<sup>th</sup> edition.***

**ALL OUT OF CLASS WRITTEN ASSIGNMENTS MUST BE TYPED AND DOUBLE SPACED. It is the expectation that assignments are written at a professional level using correct English grammar and syntax, organized thought and higher level thinking skills. A rubric for each assignment is attached to this syllabus. If a student is not satisfied with his or her grade, all assignments may be rewritten and resubmitted for reevaluation.**

**Class Participation**

**20% = 20 points**

Students will participate in oral discussions based on weekly readings, cases and course pack materials. Opportunities will be available to continue these conversations on-line through the use of the BLACKBOARD chat room. It is expected that students will attend class on a regular basis and follow chat room ethical conduct as prescribed by the chat room ethical code of conduct that we will create together on the first two nights of class. The student's participation score will be based on the student's attendance pattern as well as contributions to class and electronic chat room discussions.

*(All Course Objectives – with special attention to ELCC5.1, ISBE 1G; ELCC 5.1, ISBE 7A; ELCC 2.1, ISBE 7E; ELCC 2.3, ISBE 9A) )*

**Code of Professional Ethics Part 1**

**10% = 10 points**

Students will construct and articulate, through a written document, their professional code of ethics pertaining to educational leadership. Students may or may not choose to reference existing codes within the profession. Students will rank order these values, and justify these rankings, listed within their code. Ranking is a process of deciding which value should be sacrificed for others when all cannot be had at once. Of most importance is for you, the student, to create a professional code of ethics that articulates your personal values of the ideal leader you want to be with attention to why you chose, or were called, to be an educational leader.

*(ELCC 1.2, ISBE 2B; ELCC 1.1, ISBE 1E; ELCC 1.3 74.2, ISBE 6B; ELCC 1.3, ISBE 7B, ELCC 1.2, ISBE 7C; ELCC 5.3 & 6.1, ISBE 11E)*

**Due: 9/22/2010**

**Case Analysis (3 in total)**

**30% = 30 points**

Students will be provided an ethical dilemma (course pack pages **XXXXX**) to resolve that involves human resource management and leadership issues in schools. Students will then

formulate a carefully reasoned judgment, based on ISSLC Standard #5 and professional codes of ethics, about how the issue should be resolved specifically using the assigned ethical framework for that case. The three frameworks that will be individually assigned to each case analysis paper are: value maximizing ethics, rule-based ethics, and ethics of care.

*(NCATE ELCC 1.2, ISBE 2B; ELCC 1.4, ISBE 1C; ELCC 1.1, ISBE 1E; ELCC 2.4, ISBE 4A; ELCC 3.3, ISBE 4C; ELCC 3.1 & 5.2, ISBE 4E; ELCC 1.3 & 4.2, ISBE 6B; ELCC 1.3, ISBE 7B; ELCC 1.2, ISBE 7C; ELCC 5.3 & 6.1, ISBE 11E )*

**Due: 10/20/2010, 11/3/2010, 11/17/2010**

### **Revised Code of Professional Ethics Part 2**

**20% = 20 points**

Now that we have studied multiple codes of ethics and school missions, as well as, studied three ethical frameworks, you, the aspiring/current school administrator, are now asked to reflect upon your initial code of professional ethics that you wrote at the beginning of the term. Keep and/or reconstruct all or part of your code. Rank order again the values listed within your professional code. Explain why you have kept or revised all or a part of your code and its rankings in light of what you have learned within this course. Be sure that your code articulates and integrates your personal values of the ideal leader you want to be with attention to your calling to be an educational leader. So that I can understand your revisions, please attach your first professional code assignment to this paper as an appendix.

*(ELCC 1.2, ISBE 2B; ELCC 1.1, ISBE 1E; ELCC 1.3 & 4.2, ISBE 6B; ELCC 1.3, ISBE 7B, ELCC 1.2, ISBE 7C; ELCC 5.3 & 6.1, ISBE 11E)*

**Due: 12/1/2010**

### **Final: Case analysis and resolution: Using your revised code of professional ethics**

**20% = 20**

#### **points**

On the night of the final, 12/15/2010, you will be given a case that we have not analyzed or discussed in class. Formulate a carefully reasoned judgment about how the issue should be resolved based on one or more of the ethical theories we have studied and specifically on the basis of your aforementioned code of professional ethics. Be sure that your judgment and resolution demonstrates ethical professional integrity – the ability to think and act in an integrated manner that honors your personal and professional ethical values. Remember, when we act with integrity, we are true to our calling; “we act in a way in which our deep gladness and the world’s deep hunger meet” (Buechner, 1993)

*(All Course Objectives)*

**Due 12/15/2010**

### **Course Outline**

- I. What is the nature of a profession? What makes educational leadership a profession?
- II. Who are our clients?
- III. What is the ideal relationship between a member of our profession and its client(s)?
- IV. As a profession, what are the obligations that we have as a professional? In particular, what are our obligations to each of our client groups?
- V. What sacrifices are required of members of the profession and in what respects do the obligations of this profession take priority over other morally relevant considerations affecting its members (Ozar, 1994).
- VI. In light of our discussions (Items 1 – 5), what are the central values of our profession?
- VII. How are our profession’s central values stated, as articulated in various school organizational mission statements and ethical codes of conduct, within the education profession? To what extent do these mission statements and ethical codes of conduct align with our personal calling to serve as educational

leaders? In particular what are our profession's central values as they pertain to the following questions:

- i. How do we best care for children/teachers?
  - ii. What are the major institutional situations that we face today?
  - iii. How do we create a culture of sustained change fostering the intrinsic interests of teachers and leaders to do good work? (Fullan, 2002)
- VIII. Practice with our profession's ethical codes of conduct and various ethical approaches.
- a. Learning the four step decision model.
    - i. Identifying the alternatives.
    - ii. Determining what is morally/ethically at stake by reason of our social roles (professional obligations) through person-to-person narratives and case-to-case analysis.
    - iii. Determining what is morally/ethically at stake beyond our social roles through person-to-person narratives and case-to-case analysis.
    - iv. Determining what ought to be done, all things considered
  - b. Understanding and using the concept of the greatest good for the greatest number of individuals – value maximizing consequentialism.
  - c. Understanding and using the concept of what might be good for the profession as a whole – deontology/ rule based theories.
  - d. Understanding and using the concept of what might be respectful of people and relationships – ethics of care.
- IX. Continued analysis and dialogue with our profession's ethical codes of conduct and various ethical approaches in an attempt to solve real-world ethical dilemmas concerning human resource management in schools.

### Rubrics for Assignments

EPLS 561

Seminar in Current Issues in Administration: The Ethics of Human Resources  
Fall 2010

#### *Class Participation and Attendance*

Score	Score Point Description
<b>20</b>	Attends class consistently: 0 -1 absence, arrives on-time Contributes in class discussions. Contributes to blackboard chatroom and observes chatroom code of ethical conduct. Often leads in small group work.
<b>15</b>	Attends class regularly: 2 absences, arrives on-time Contributes in class discussions. Contributes to blackboard chatroom and observes chatroom code of ethical conduct. Leads in small group work.
<b>10</b>	Attends class: 2 or more absences; arrival time sporadic Sometimes contributes in class discussions. Sometimes contributes to blackboard chatroom and observes chatroom code of ethical conduct. Rarely leads in small group work.
<b>5</b>	Attendance unacceptable: more than 2 absences; often tardy Rarely contributes in class discussions. Does not observe chatroom code of ethical conduct. Does not lead in small group work.

#### *Code of Professional Conduct – First iteration*

Score	Score Point Description
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<b>10 - 7</b>	Professional code is clearly articulated and values are in ranked order. Ranking has been <u>fully</u> explained. Code integrates personal values with the student's conception of an "ideal" school leader.
<b>6 - 4</b>	Professional code is clearly articulated and values are in ranked order. Ranking is <u>partially</u> explained. Code <u>somewhat</u> integrates personal values with the student's conception of an "ideal" school leader.
<b>3 - 0</b>	Professional code is clearly articulated and values are in ranked order. Ranking is <u>not</u> explained. Code <u>does not</u> integrate personal values with the student's conception of an "ideal" school leader.

### *Case Analysis ( X3)*

<b>Score</b>	<b>Score Point Description</b>
<b>10-6</b>	Complete case synopsis is provided. Appropriate ISSLC standards and Professional Codes of Ethics are identified and referenced specifically to the facts of the case. A <u>strong</u> relationship is stated between the standards and the facts of the case. Ethical dilemma(s) are identified and referenced <u>specifically</u> to the facts of the case Using the appropriate arguments and logic for the assigned ethical lens, a considered opinion/resolution <u>is completely</u> articulated and justified.
<b>5 -3</b>	Complete case synopsis is provided. Appropriate ISSLC standards and Professional Codes of Ethics are identified and referenced specifically to the facts of the case. A <u>weak</u> relationship is stated between the standards and the facts of the case. Ethical dilemma(s) are identified and referenced <u>but do not relate</u> specifically to the facts of the case. Using the appropriate arguments and logic for the assigned ethical lens, a considered opinion/resolution <u>is not completely</u> articulated and justified.
<b>2 - 0</b>	Complete case synopsis is provided. Appropriate ISSLC standards and Professional Codes of Ethics are identified and referenced specifically to the facts of the case. The relationship between the standards and the facts of the case <u>is not stated</u> . Ethical dilemma(s) are identified and referenced <u>but are not relevant</u> to the facts of the case. A considered opinion/resolution <u>is not</u> articulated and justified.

### *Code of Professional Conduct - Redux*

<b>Score</b>	<b>Score Point Description</b>
<b>20 - 15</b>	Professional code is <u>clearly</u> articulated and values are in ranked order. Ranking has been <u>fully</u> explained. <u>Detailed</u> explanation is given for keeping or changing the rankings within the professional code. Code integrates personal values with the student's conception of an "ideal" school leader with attention to vocation and calling. First "Code" is attached.
<b>14 - 10</b>	Professional code is clearly articulated and values are in ranked order. Ranking is <u>partially</u> explained. <u>Some</u> explanation is given for keeping or changing the rankings within the professional code. Code <u>somewhat</u> integrates personal values with the student's conception of an "ideal" school leader with attention to vocation and calling. First "Code" is attached.
<b>9 - 5</b>	Professional code is clearly articulated and values are in ranked order. Ranking <u>is not</u> explained. <u>Minimal</u> explanation is given for keeping or changing the rankings within the professional code. Code <u>does not</u> integrate personal values with the student's conception of an "ideal" school leader

	with attention to vocation and calling. First "Code" is attached.
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***In class Final: Case analysis and resolution: Using your revised code of professional ethics***

<b>Score</b>	<b>Score Point Description</b>
<b>20 - 17</b>	<p>Complete case synopsis is provided.</p> <p>Appropriate ISSLC standards and Professional Codes of Ethics are identified and referenced specifically to the facts of the case. A <u>strong</u> relationship is stated between the standards and the facts of the case.</p> <p>Ethical dilemma(s) are identified and referenced <u>specifically</u> to the facts of the case</p> <p>Using the appropriate arguments and logic, a considered opinion/resolution <u>is completely</u> articulated and justified. If appropriate, specific ethical lenses are identified.</p> <p>Resolution is <u>fully explained</u> and <u>justified based specifically</u> on the student's Personal Professional Code of Ethics.</p> <p>Personal Professional Code of Ethics is attached.</p>
<b>16 - 14</b>	<p>Complete case synopsis is provided.</p> <p>Appropriate ISSLC standards and Professional Codes of Ethics are identified and referenced specifically to the facts of the case. A <u>weak</u> relationship is stated between the standards and the facts of the case.</p> <p>Ethical dilemma(s) are identified and referenced <u>mostly</u> to the facts of the case</p> <p>Using the appropriate arguments and logic, a considered opinion/resolution <u>is adequately</u> articulated and justified. If appropriate, specific ethical lenses are identified.</p> <p>Resolution is <u>fully explained</u> and <u>justified based specifically</u> on the student's Personal Professional Code of Ethics.</p> <p>Personal Professional Code of Ethics is attached.</p>
<b>13 - 10</b>	<p>Complete case synopsis is provided.</p> <p>Appropriate ISSLC standards and Professional Codes of Ethics are identified and referenced specifically to the facts of the case. A <u>weak</u> relationship is stated between the standards and the facts of the case.</p> <p>Ethical dilemma(s) are identified and referenced <u>mostly</u> to the facts of the case</p> <p>Using the appropriate arguments and logic, a considered opinion/resolution <u>is adequately</u> articulated and justified. If appropriate, specific ethical lenses are identified.</p> <p>Resolution is <u>partially explained</u> and <u>justified somewhat</u> upon the student's Personal Professional Code of Ethics.</p> <p>Personal Professional Code of Ethics is attached.</p>
<b>10 - 5</b>	<p>Complete case synopsis is provided.</p> <p>Appropriate ISSLC standards and Professional Codes of Ethics are identified and referenced specifically to the facts of the case. A relationship <u>is not</u> stated between the standards and the facts of the case.</p> <p>Ethical dilemma(s) are identified and referenced <u>mostly</u> to the facts of the case</p> <p>Using the appropriate arguments and logic, a considered opinion/resolution <u>is partially</u> articulated and justified. If appropriate, specific ethical lenses are identified.</p> <p>Resolution is <u>not explained</u> and <u>is not justified</u> upon the student's Personal Professional Code of Ethics.</p> <p>Personal Professional Code of Ethics is attached.</p>
<b>5 - 0</b>	<p>Complete case synopsis is <u>not</u> provided.</p> <p>Appropriate ISSLC standards and Professional Codes of Ethics are identified and referenced specifically to the facts of the case. A relationship <u>is not</u> stated between the standards and the facts of the case.</p> <p>Ethical dilemma(s) are identified and referenced <u>mostly</u> to the facts of the case</p> <p>Using the appropriate arguments and logic, a considered opinion/resolution <u>is partially</u> articulated and justified. If appropriate, specific ethical lenses are identified.</p> <p>Resolution is <u>not explained</u> and <u>is not justified</u> upon the student's Personal Professional Code of Ethics.</p> <p>Personal Professional Code of Ethics is attached.</p>

**COURSE CALENDAR**

**Fall 2007 – Wednesdays 7 – 9:30 p.m.**

DATE	TOPIC	READING TO BE DONE IN ADVANCE	ASSIGNMENT DUE
9/1/2010	Introduction and overview	Together we will through course pack pages 1 – 45.	Background information Bring check for \$12 for course pack made out to LUC Begin cyber code of ethical conduct
9/8/2010	<b>NO CLASS</b>	<b>ROSH HASHANA</b>	////////////////////
9/15/2010	The nature of a profession, Is education a profession? Ethical Codes and the Human Resource Functions	Wagner chpt 1 Shapiro chpts. 1 & 2 Course pack pgs. 46 -82	Bring school mission
9/22/2010	Professional obligations, virtues, and sacrifices, Our profession's values, modes of decision making	Wagner chpt. 2 Shapiro chpts. 5 Course pack pgs. 83 - 106	<b>Code of Professional Ethics Part 1 due</b>
9/29/2010	Research Ethics & multiple lenses Ethics and the Human resource interface	Wagner chpt. 3 Deckop Chpts 1& 2 Course pack pgs. 107 - 139	Bring your school's Faculty Handbook and any Board policies related to staff conduct, mentoring or code of ethics.
10/6/2010	Value maximizing/ Utilitarian lens	Wagner chpt. 4 Shapiro chpt. 3 Deckop Chpt 3 Course pack pgs. 140- 153	Bring teachers' evaluation tool and contract today and for each class thereafter
10/13/2010	Value maximizing/ Utilitarian lens – looking at contracts	Wagner chpt. 5 Shapiro Chpt. 4 Deckop Chpt 4 Course pack pgs. 154 - 168	
10/20/2010	Deontology/rule based ethical lens – looking at contracts	Wagner chpt. 6 Shapiro chpt. 10 Deckop Chpt 5 Course pack pgs. 169 - 180	<b>Case analysis #1 – using a utilitarian lens</b>
10/27/2010	Deontology/rule based ethical lens	Wagner chpt. 7 Shapiro chpt. 6 Deckop Chpt. 6	
11/3/2010	Ethic of care	Wagner chpt. 8 Shapiro chpt. 7 Deckop Chpt 7 Course pack pgs. 181-208	<b>Case analysis #2 - using a rule based lens</b>
11/10/2010	Ethic of care – looking at teacher evaluations	Shapiro Chpt. 8 Deckop Chpt. 8 Course pack pgs. 209- 230	
11/17/2010	Ethic of critique – whose voices have not been heard?	Shapiro Chpt. 9 Deckop Chpt. 9 & 10 Course pack pgs. 231 - 261	<b>Case analysis # 3 – using an ethic of care lens</b>
11/24/2010	<b>NO CLASS</b>	<b>THANKSGIVING</b>	////////////////////

12/1/2010	Professional Codes revisited	Shapiro chpt. 11 Deckop Chpts 11 & 12 Course pack pgs..262 - 291	Code of Professional Ethics Part 2 due
12/8/2010	Ethical Analysis Refined – Supports and Impediments	Deckop Chpts 13 & 14 Course pack pgs. 292 - 301	All rewrites are due
12/15/2010	Synthesis and Application		In-class Final

#### Selected Articles, Papers, and Book Chapters:

Begley, P.T. (2004, November). The dilemmas of leadership: Perspectives on the moral literacy of principals from Ontario and Pennsylvania. Paper presented at the Annual Convention of the University Council for Educational Administration, Kansas City, MO.

Edmonson, S. & Fisher, A. (2002, February). Creating ethical administrators: A challenge for both professor and practitioner. Paper presented at the annual meeting of the American Association of School Administrators, San Diego, CA. ED470-756

Edmonson, S., Fisher, A. & Polnick, B (2002, February). Portrait of an ethical administrator. Paper presented at the annual meeting of the American Association of School Administrators, San Diego, CA. ED475-494

Foster, C. & Newell, S. (2002). Managing diversity and equal opportunities: Some practical implications. Business and Professional Ethics Journal (21)2, 11 – 27.

Fullan, M. (2002). Moral Purpose Writ Large. School Administrator, 59(8), 14 – 17.

Furman, G.C. (2003). Moral leadership and the ethic of community. Values and Ethics in Educational Administration, 2(1), 1 – 8.

Griggs, Major R.F. (2004, November). Applying military leadership principles in the development of educational leaders. Paper presented at the Annual Convention of the University Council for Educational Administration, Kansas City, MO.

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