

**The University of Texas at Austin**  
**Course Outline and Syllabus**  
**Summer 2009**

**Course:** Ethics and Values in Educational Administration (EDA f388V)  
**Meeting times:** Mondays & Wednesdays, 12-4 pm, SZB 439E (Instructional Tech Lab)  
**Instructor:** Richard J. Reddick, Ed.D.  
**Office:** SZB 374E  
**Office hours:** Tuesdays 2-4 pm; please use the Blackboard tool to schedule appointments.  
**Telephone:** (512) 475-8587  
**E-mail:** richard.reddick@austin.utexas.edu  
**TA:** Anjalé Welton (ajwelton@mail.utexas.edu)

**NB:** This is the syllabus as of **June 7, 2009**. This course utilizes a working syllabus, and the instructional staff reserve the right to make changes throughout the session. Syllabus changes will be announced and you can download the most current version on Blackboard.

**Description:**

This course is a doctoral core course that examines various ethical systems, issues of equity, distributive justice, codes of ethics in educational professions, treatment of students, and other issues that face administrators of educational systems. The course is designed to sensitize prospective educational leaders to the ethical content of educational decisions.

**Prerequisite:**

Graduate standing.

**Course meeting dates:**

Class meets June 10-July 8.

**Textbooks:**

No textbooks are required; all readings are accessible through the databases available through the UT Library, electronic reserves, and the Internet. As the class progresses, we expect to recommend books for those who wish to read further. One example of a recommended reading is the following:

Lewis, H. (2003). *A question of values: Six ways we make the personal choice that shape our lives*. Crozet, VA: Axios Press.

Students are expected to have a command of academic writing standards and the APA stylebook, 5<sup>th</sup> edition. (Note: the APA will soon release the 6<sup>th</sup> edition of the stylebook.) For your own reference, students should invest in a copy of the stylebook, if you don't own one already.

Unless otherwise noted, **all assignments in this course will follow APA 5<sup>th</sup> format**, so it is essential that you have a sourcebook to assist your efforts. There are a number of websites that have APA resources available as well.

It is also strongly recommended that you invest in a bibliographic software package (such as EndNote) or utilize an online resource (NoodleBib and Zotero are notable examples). Citation errors and formatting issues are virtually eliminated through the correct use of these tools.

### **Course Requirements**

#### *Attendance:*

Because this course is a summer course with limited meetings, it is essential that students make every effort to attend each class in its entirety. Pedagogically speaking, much of the learning will be through interacting and engaging with the course community, and there is no way to replicate this aside from being present (physically and mentally).

In instances of illness or emergency students should contact Dr. Reddick and Anjale Welton via e-mail and arrange to borrow lecture notes or materials from a classmate. (The nature of the summer schedule is such that we will not be able to accommodate requests for film screenings, etc. It is understood that professional obligations may require the occasional absence – however, if you expect to miss more than two class meetings of the nine scheduled, you should reconsider taking this course this semester.

#### *Grading - Participation:*

(Soapbox moment) I expect all members of the course community to engage in the readings and conversations in the course. *If you find it challenging to participate in a seminar-format course, this course might be a poor match for you and your performance will likely reflect this.* This is not to say that there is considerable leeway on how one can participate: summarizing the content of readings, raising provocative questions, testing ideas, and even Blackboard/free writing are all valuable, yet different, ways of participation.

That having been said, part of the competencies of being a graduate student is discussing and presenting ideas in the seminar.

- Class attendance – two excused absences are allowed before points are deducted. (10% of grade.)
- Participation in Blackboard discussion threads. Students are required to submit a 175-word contribution to the discussion thread weekly (a total of 4 times) in response to Dr. Reddick's guiding questions for the week (this is approximately half a page, double-spaced). These questions and the discussion are designed to invigorate class discussions and to identify topics of interest. There will be a more liberal interpretation of citation rules for these postings; however, direct quotes should be cited using APA format. Students should submit the discussion contribution no later than the Monday evening before the class meeting at midnight. (10% of grade.) *Please endeavor to keep comments at the 175-word limit.*
- Participation in classroom discussions. As professionals in educational administration, students will need to establish a sense of comfort in participating and leading discussions. There will be several different ways to participate in the classroom setting, including: asking questions or provoking a topic of conversation; participating

in small group conversations; and presenting research to class participants. The key to establishing proficiency in these areas is to practice. Dr. Reddick strongly encourages the use of study groups to assist in strengthening these skills. (10% of grade.)

*Grading - Assignments:*

Along with the participation requirements, there are three assignments required for this course:

1. Leading a discussion on a current issue involving ethics: In our professional roles, we often encounter timely articles or news items regarding a course topic. In an effort to tie these issues to the course and to provide a “real world” perspective, in groups of three you will be assigned a date to introduce an article, news clip, or other relevant media on the issue of ethics. This is framed in a purposely broad manner to allow for maximum flexibility. Sources for articles and media could be field-based journals, such as the *Chronicle of Higher Education* or *EdWeek*. One group will present each class meeting.
  - The presenters will be responsible for providing the course community access to the article/media before class (at least 24 hours in advance), framing the issue (via a short overview), and facilitating a general group discussion. All three team members should demonstrate engagement in these roles. (15% of grade.)
2. Midterm assignment (due June 24). For this assignment, you will have to reflect on an ethical dilemma that you have encountered in your professional or academic career. Apply theoretical or conceptual concepts from previous course readings (Ciulla, Noddings, et al) to the situation – how might these concepts have helped your decision-making process? (If you utilized other theoretical approaches to the problem, you can share this as well.) The word count for this assignment is 2,500 words, excluding references, tables, and appendices. You should cite at least three *scholarly* sources in your paper – definitions from Wikipedia, for instance, would not count. Email you ethical dilemma/topic to Anjalé Welton by June 17. (25% of grade.)
3. Final paper (due July 10). On June 22, three scenarios will be posted to Blackboard. Your charge is to advise the chief decision maker in the scenario on a plan of action. Once again, you will need to apply theoretical and conceptual concepts from the course in your response. You should consider alternate interpretations and implications of your recommended course of action. The word count for this assignment is 2,500 words, excluding references, tables, and appendices. You should cite at least three *scholarly* sources in your paper – definitions from Wikipedia, for instance, would not count. (30% of grade.)

*Grading Weights*

<i>Participation/Assignment</i>	<i>Percentage</i>
Class attendance (each class)	10%
Blackboard postings (weekly)	10%
Participation in classroom discussions (each class)	10%
Group discussion on current issue (TBA after first class)	15%
Midterm paper (due June 24)	25%
Final paper (due July 10)	30%

*Incomplete Policy:*

I will not grant incompletes as a matter of course; they will be discussed only in extenuating circumstances. If you anticipate difficulty in completing the course requirements in time, you should reconsider taking this course.

*Guidelines for Submitting Assignments*

**Please read this section carefully.** Written work is due at the start of class on the due date and should adhere to the following format. (Please note that EndNote has APA 5<sup>th</sup> templates that you can use):

1. Printed single-sided on 8.5" x 11" white paper (printer or copier paper, 20 lb.), with 1" margins on the top, left, and bottom. *The right margin should be 1.5"* (to allow space for instructor comments). In a slight deviation from APA formatting rules, a cover sheet is optional – but if you choose not to include one, your name, the title of the assignment, and the date need to be in the top right-hand corner of the first page.
2. All papers should have the date of submission and a title. Page numbers (if submitting more than one page) should appear in the upper-right hand corner, and multiple pages should be stapled in the upper-left hand corner. *Absolutely no submissions will be accepted via fax or as attachments to e-mail, unless previously discussed and agreed upon by the student and professor.* Students should keep an electronic backup copy of all submitted work, in PDF format, with accurate time/date information. A word of advice – do not wait until just before class to print your paper!
3. Laser- or inkjet-printed at a quality of 300 dpi or better for clarity. Font size should be 11 or 12 point, using either Times New Roman or a serif font. (No use of sans serif fonts or novelty fonts.)
4. Proofread by at least one other person to check for spelling and grammatical errors. (Using Word's spellcheck and grammar check is not sufficient!) For this reason, it is a good idea to work with a study group or at least one peer to exchange drafts before they are submitted.
5. Correct citation, in APA style. All papers should have a references section citing all works used, and cites should appear in text. Poor or spotty citations can often lead to charges of plagiarism. Be certain that you cite, even in drafts. If you have any questions about the use of APA style consult the APA Publication Manual, 5<sup>th</sup> edition, or any of the several websites available.
6. Late papers will receive a point deduction each day overdue. It is acceptable to ask a classmate to submit a paper on your behalf if you are running late; however, do this at your own risk.

## University Policies

**Students with Disabilities:** The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471.4641 TTY. For additional information, please refer to the Services for Students with Disabilities Web site at: <http://deanofstudents.utexas.edu/ssd/>

**Scholastic Dishonesty:** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University. Policies on scholastic dishonesty will be strictly enforced. When in doubt, always err on the side of caution – consult the instructor if you have a question about an issue. For further information, please visit the Student Judicial Services Web site at: <http://deanofstudents.utexas.edu/sjs/>

**Sexual Discrimination and Sexual Harassment:** Students who believe they have experienced sexual harassment in the academic environment should consult the following Web site: <http://www.utexas.edu/policies/hoppm/04.B.02.html>  
Interested students are also encouraged to call the Office of the Dean of Students at 471-5017 and ask to speak to the Associate Dean of Students.

**University Electronic Mail Student Notification Policy:** Official communication with students in this class will be conducted through e-mail. Course announcements and updates will be posted on the Blackboard site. Students are expected to check e-mail on a frequent and regular basis in order to stay current on class activities and assignments. Unless otherwise notified, the instructor will use the e-mail provided to the University as the official address. For more information read: <http://www.utexas.edu/its/policies/emailnotify.html>

**Course Evaluation:** You will be asked to provide the professor with informal feedback regarding aspects of the course that should be changed for future semesters. At the conclusion of the class, you will have the opportunity to evaluate the course and the instructor using the Standard University Course and Instructor Survey.

**Course Readings List – EDA f388V, Summer 2009 – Reddick**

Date	Topic	Readings
6/10	Introduction to course Syllabus overview	<ul style="list-style-type: none"> <li>• “Introducing Philosophy 11: Ethics” @ <a href="http://www.galilean-library.org/manuscript.php?postid=43789">http://www.galilean-library.org/manuscript.php?postid=43789</a></li> <li>• Lewis, <i>A Question of Values</i>, Pt 1.</li> <li>• Ciulla, “Leadership Ethics: Mapping the Territory” @ <a href="http://www.jstor.org/stable/3857269?cookieSet=1">http://www.jstor.org/stable/3857269?cookieSet=1</a></li> <li>• Roberts, “Ethics, Politics, and Pedagogy: Freire” in <i>Education, Literacy, and Humanization: Exploring the Work of Paulo Freire</i> (Electronic book)</li> </ul>
6/15	Professional codes of ethics	<ul style="list-style-type: none"> <li>• NEA Code of Ethics @ <a href="http://www.nea.org/home/30442.htm">http://www.nea.org/home/30442.htm</a></li> <li>• AAUP Statement on Professional Ethics @ <a href="http://www.aaup.org/AAUP/pubsres/policydocs/contents/statementonprofessionalethics.htm">http://www.aaup.org/AAUP/pubsres/policydocs/contents/statementonprofessionalethics.htm</a></li> <li>• NIH Regulations and Ethical Guidelines: The Belmont Report @ <a href="http://ohsr.od.nih.gov/guidelines/belmont.html">http://ohsr.od.nih.gov/guidelines/belmont.html</a></li> <li>• Ethical Standards of the American Educational Research Association @ <a href="http://aera.net/uploadedFiles/About_AERA/Ethical_Standards/EthicalStandards.pdf">http://aera.net/uploadedFiles/About_AERA/Ethical_Standards/EthicalStandards.pdf</a></li> <li>• Texas Administrative Code, Code of Ethics and Standard Practices for Texas Educators @ <a href="http://info.sos.state.tx.us/pls/pub/readtac\$ext.TacPage?sl=R&amp;app=9&amp;p_dir=&amp;p_rloc=&amp;p_tloc=&amp;p_ploc=&amp;pg=1&amp;p_tac=&amp;ti=19&amp;pt=7&amp;ch=247&amp;rl=2">http://info.sos.state.tx.us/pls/pub/readtac\$ext.TacPage?sl=R&amp;app=9&amp;p_dir=&amp;p_rloc=&amp;p_tloc=&amp;p_ploc=&amp;pg=1&amp;p_tac=&amp;ti=19&amp;pt=7&amp;ch=247&amp;rl=2</a></li> </ul>
6/17	Ethic of caring and distributive justice	<ul style="list-style-type: none"> <li>• Noddings, “An ethic of caring and its implications for instructional arrangements,” @ <a href="http://www.jstor.org/stable/1085252">http://www.jstor.org/stable/1085252</a></li> <li>• Beck, “Meeting the challenge of the future: The place of a caring ethic in educational administration” @ <a href="http://www.jstor.org/stable/1085818">http://www.jstor.org/stable/1085818</a></li> <li>• Bates, “Educational Administration and Social Justice” @ <a href="http://www.aare.edu.au/05pap/bat05131.pdf">http://www.aare.edu.au/05pap/bat05131.pdf</a></li> <li>• <b>Midterm assignment topic due</b></li> </ul>
6/22	Ethical lapses in education	<ul style="list-style-type: none"> <li>• Kelley &amp; Chang, “A Typology of university ethical lapses” @ <a href="http://muse.jhu.edu/journals/journal_of_higher_education/v078/78.4kelley.html">http://muse.jhu.edu/journals/journal_of_higher_education/v078/78.4kelley.html</a></li> <li>• Jesness, “After the whistle” (Sharpstown) @ <a href="http://www.teachermagazine.org/tm/articles/2004/09/01/01whistle.h16.html">http://www.teachermagazine.org/tm/articles/2004/09/01/01whistle.h16.html</a></li> <li>• Milliken, Morrison, &amp; Hewlin, “An exploratory study of employee silence: Issues that employees don’t communicate upward and why” @ <a href="http://w4.stern.nyu.edu/emplibary/Milliken.Frances.pdf">http://w4.stern.nyu.edu/emplibary/Milliken.Frances.pdf</a></li> <li>• Film “Cheaters”</li> </ul>
6/24	Ethics in research	<ul style="list-style-type: none"> <li>• Brainard, “The wrong rules for social science?” @ <a href="http://chronicle.com/weekly/v47/i26/26a02101.htm">http://chronicle.com/weekly/v47/i26/26a02101.htm</a></li> <li>• Church, “For the record...” @ <a href="http://www.aaup.org/AAUP/pubsres/academe/2002/MJ/For+the+Record/FTR2.htm">http://www.aaup.org/AAUP/pubsres/academe/2002/MJ/For+the+Record/FTR2.htm</a></li> <li>• Film “Atrocity” (Milgram experiment) @ <a href="http://scienceandfilm.org/films.php?film_id=214">http://scienceandfilm.org/films.php?film_id=214</a></li> <li>• Film, Horizon, “The Stanford Prison Experiment”</li> <li>• Milgram, “Behavioral Study of Obedience” @ <a href="http://faculty.spokanefalls.edu/InetShare/AutoWebs/kimt/milgram%20obedience.pdf">http://faculty.spokanefalls.edu/InetShare/AutoWebs/kimt/milgram%20obedience.pdf</a></li> <li>• <b>Midterm assignment due</b></li> </ul>
6/29	Moral development	<ul style="list-style-type: none"> <li>• Kohlberg, “Moral education in the schools: A developmental view” @ <a href="http://www.jstor.org/stable/1084286">http://www.jstor.org/stable/1084286</a></li> <li>• Crain, “Kohlberg’s stages of moral development” @ <a href="http://faculty.plts.edu/gpence/html/kohlberg.htm">http://faculty.plts.edu/gpence/html/kohlberg.htm</a></li> <li>• Cummings, Harlow, &amp; Maddux, “Moral reasoning of in-service and pre-service teachers: A review of the research” @ <a href="http://pdfserve.informaworld.com/293340_731199548_773210863.pdf">http://pdfserve.informaworld.com/293340_731199548_773210863.pdf</a></li> <li>• Vitton and Wasonga, “Between Kohlberg and Gilligan: Levels of Moral Judgment among Elementary School Principals” @ <a href="http://pdfserve.informaworld.com/655151_731397961_908221315.pdf">http://pdfserve.informaworld.com/655151_731397961_908221315.pdf</a></li> </ul>
7/1	Film based discussion	<ul style="list-style-type: none"> <li>• Film “Enron: The Smartest Guys in the Room”</li> <li>• In class case study</li> </ul>
7/6	The ethics of the accountability movement	<ul style="list-style-type: none"> <li>• Benton &amp; Hacker, “Analysis shows TAKS cheating rampant” @ <a href="http://www.dallasnews.com/sharedcontent/dws/dn/latestnews/stories/060307dnmetcheating.433e87c.html">http://www.dallasnews.com/sharedcontent/dws/dn/latestnews/stories/060307dnmetcheating.433e87c.html</a></li> <li>• NPR Radio, “Testing Scandal in Texas Schools” @ <a href="http://www.npr.org/templates/story/story.php?storyId=4544036">http://www.npr.org/templates/story/story.php?storyId=4544036</a></li> <li>• Conversation about Harlem Schools (G. Canada), R. Fryer and the closing of the achievement gap (?)</li> </ul>
7/8		<ul style="list-style-type: none"> <li>• Review, final questions, and closing</li> </ul>