Human Services and Educational Leadership  
EDLE 6342  
Ethics and Philosophy of Educational Leaders  
Fall 2023

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Cell Phone: 210.324.2681  
Email: uriegasb@sfasu.edu  

Course Location: Online  
Office Hours: Virtual by Appointment  
Credits: 3

*You should expect a response to emails and phone calls within 24-48 hours from Wednesday-Sunday.

Prerequisites: Admission to doctoral candidates formally admitted to the doctoral program in Educational Leadership.

I. Course Description:
The course considers leadership dilemmas that can arise when the individual’s values conflict with those of the organization, or when a situation requires decisions with conflicting value sets. Within this course, students use case studies, their own experiences, and current events to examine actions leaders have taken and consequences faced when confronted with ethical dilemmas. They work on a real-life ethical dilemma for understanding in-depth reasoning of the problem and develop an action plan for solving and preventing similar problems at the organizational and societal levels. From these exercises and discussions, students have an opportunity to develop a personal model for ethical leadership.

Course Credit Hour Justification:
This course is a 3 credit hour course and one of the core requirements for the Ed.D. in Educational Leadership. Students are expected to actively engage in discussions, complete all readings assigned for class discussion (via zoom or D2L), and complete all writing activities and/or projects. Each week of a 15-week semester, doctoral students will engage in 3 hours of instructor-directed activities including a variety of activities, discussions, readings, case studies, etc. In each module, the student will read articles/chapters, watch appropriate videos, take quizzes, and complete all projects. Each week, students will also devote a minimum of 6 hours on the necessary course requirements, such as but not limited to out-of-class case studies, discussions, recorded presentations, readings, research, and writing. Each doctoral student will prepare several formal edited research papers. [total instructor-directed activities=45 hours and total out-of-class activities= 90 hours; total hours=135 hours for the 3 credit hours].
Diversity Statement: The James I. Perkins College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us

II. Intended Learning Outcomes/Goals/Objectives

Program Learning Outcomes (PLOs):
Students graduating with an Ed.D. in Educational Leadership will be able to:
1. use data, policy and research to lead continuous improvement and drive transformative change and innovation in P-20 education settings (RSCH 6314)
2. demonstrate knowledge of ethical and moral responsibilities of leadership (EDLE 6342)
3. apply theory and contextual knowledge to educational practice (EDLE 6341)
4. practice analytical and communication skills in leadership roles (EDLE 6345)
5. understand, design, and conduct research in educational leadership (EDLE 6199)

Student Learning Outcomes (SLOs):
By the end of the course, students will be able to:
1. Understand the essence and process of ethical thinking and problem solving
2. Understand, in depth, various philosophical and behavioral views on how individuals behave and think when facing ethical dilemmas
3. Understand why ethics are vitally important in every society
4. Analyze leaders’ choices and actions through an ethical lens
5. Evaluate the role of ethics as it applies to making leadership decisions
6. Evaluate how the ethical choices and actions of leaders impact the greater society
7. Develop an action plan for solving a real-life ethical dilemma, preventing similar problems at the organizational and societal levels.
8. Developing a personal model for ethical leadership

III. Course Assignments, Activities, Instructional Strategies, use of Technology

Assignments

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td></td>
<td>Overview of Class, Introductions, Syllabus</td>
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<td>Review</td>
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<tr>
<td>1-3</td>
<td>Theory of Human Nature</td>
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<td>4-5</td>
<td>Becoming a Leader People Want to Follow</td>
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<td>6-7</td>
<td>Ethical Dimensions of Leadership</td>
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<td>8-9</td>
<td>Ethics of Human Relations</td>
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<td>10-11</td>
<td>Ethics of Equity</td>
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<td>12</td>
<td>Ethics of Duty</td>
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<td>13-14</td>
<td>Ethics of Communication</td>
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<td>15</td>
<td>Ethics of Power</td>
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<tr>
<td>16</td>
<td>Course Wrap-Up</td>
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</tbody>
</table>

IV. Evaluation and Assessment (Grading)
**All decisions about the evaluation/grading of student material rest with the professor.**

*Introduction*

Students will introduce themselves to their professor and their classmates with a ppt presentation submitted to the discussion forum. The presentation should be 3-5 slides discussing educational background, professional experience, and personal information such as interests, hobbies, family, etc.

*Theory of Human Nature Paper*

Leadership is about influencing human beings and is fundamentally a matter of human relationships. You have a ‘theory’ of human nature and use it all the time, mostly without thinking about it. You just have never written it down before, even though it is a foundation of your leadership theory and practice. You will write a paper approximately 5-7 pages in length on the topic, *My Theory of Human Nature*. This is not a research paper but rather just how you see the nature of human beings.

*Using Your Ethical Compass Paper*

Write a paper approximately 3-5 pages in length on the following topic: “Using Your Ethical Compass: What ethical challenges do you see for 2023, and what can leaders and followers do to master those challenges?” This paper is not a research paper but rather a thoughtful analysis of something that causes you to feel morally outraged because it is ethically wrong in some place that you care about now. You must use one or more ethical theories to show why this is an ethical issue and not just a policy matter. Weigh alternatives in moral terms as you decide what should be done.

*Leadership Self-Assessment/Personal Development*

Assessment and reflection are two ways to find and fix behavior or personal qualities that could make us less effective than we wish to be. They also help you identify strengths so you can find situations that are a good fit for your leadership abilities and traits. You will complete four high-quality assessments and reflect on feedback from your leadership and followership experience to date. You will write a paper approximately 6-8 pages in length based on the triangulation of data from the assessment results and reflection.

You should describe the major insights that the data reveal about yourself and then relate these insights to the roles of leader and follower. As you think about what the results tell you, along with your feedback and self-knowledge from past leadership and followership experiences, you might want to think about how you would answer the following questions:

1. Why would anyone follow me?
2. Why a good leader would want me as a follower?

Some helpful guidelines for this paper include:

- Include a matrix showing your scores on each assessment.
- Use all your results. What do your assessment results and previous experience suggest about your potential effectiveness in these two roles? In what ways do the results suggest areas that you could usefully benefit from working to improve yourself? What are your current strengths and how can you build on these? In what kinds of situations are your strengths likely to be most helpful to you as a leader and a follower and how can you learn to pick situations in which your strengths can be an asset to the collective purpose? We all have blind spots in our self-knowledge that can be crippling if we remain unaware of them. How do the results square
with your perception of yourself? If the results are different than the way you see yourself, how can you make sense of the differences? What do your past experiences as a leader and a follower suggest to you about your strengths and areas for potential development? What do your scores on the Five-Factor Personality assessment (NEO-IPIP), the Essex Integrity Test, the Tolerance of Ambiguity Scale, and Attitude Toward Innovation suggest about your personality traits and preferences? How do your traits and preferences predispose you to be effective in leadership and followership roles? What traits and preferences might detract from your leadership effectiveness and what could you do about this if you choose to do so?

- Include in your paper a section on what you will do to develop yourself to become an even more promising leader and a better follower and what virtues you will strengthen.

**Dimensions of Ethical Leadership**

This assignment will combine information from several readings in this module. Looking at the Kanungo and Mendonca reading along with the 8 principles slide, you will discuss where you would place those principles within the 3 dimensions of ethical leadership. For your convenience I have created a slide with the diagram from page 137 of the Kanungo and Mendonca reading. Your paper will have three main sections-Leader’s Motives/Intentions, Leaders’s Influence Strategies, and Leader’s Character. You will first discuss what each of the three dimensions are based on the readings, then you will categorize the 8 Principles of Ethical Leadership in Education into the 3 dimensions. You will explain why each principle should fall in that dimension. There is not a page requirement but your explanations should be through enough to explain your position.

**Personal Leadership Framework Paper**

A leadership framework is an organized set of ideas that helps you make sense of the role of leaders and followers in different leadership situations so that you can perform your own leadership and follower roles well, help others to perform their leadership and followership roles well, develop yourself and others for leadership and followership, and think critically about what you read and hear about leadership and followership from this day forth. You will write a paper approximately 12-15 pages in length in which you present your current personal leadership framework. Your work especially should reflect sensitivity to the ethical dimension of leadership. You should also consider the situation in which leadership occurs in terms of how to determine what is relevant and whether it supports or limits leaders and followers and how it might impact ethical decision making and conduct.

The paper is not a research paper, meaning you do not have to consult any sources beyond those you have been assigned during the course. Instead it should be a statement of how you think about leadership now based on what you have read, observed or heard in this course. It should reflect your ideas and be a statement of what you think about leadership that you can live by for the near term as you gain more experience and knowledge. It should be a useful guide to you in future leadership situations, and it should be something you would be proud to give to someone who knows nothing about leadership. It should have the potential to help someone else become a better leader and a more effective follower in the next two-five years.

The basic framework should include, as a minimum, your answers to the following:

- Definitions of basic concepts (e.g., leadership and followership)
- Identification and discussion of some of the basic issues or controversies and how you view them (e.g., is leadership learned or innate, are there gender differences in leadership, how
is leadership different from management, how does leadership vary from one context to another and why, the importance of character and ethics, and others that matter to you).

You may cite the work of others, and you may also adopt or reject the ideas of others as long as you are able to explain why you choose to do so. Useful criteria for accepting for or rejecting the work of others include research, experience, and practicality.

**Chapter Presentations**

Students will be assigned chapters from Rebore's *The Ethics of Educational Leadership* text. Based on course enrollment there may be more than 1 student assigned to each chapter. Students are to present the material from their assigned chapter through a combination of video and slideshow. The slideshow can be a powerpoint, prezi, or other such program. The slide shows should consist of 10-15 slides incorporating the main ideas of the assigned chapter. For the video component students may utilize the D2L video function, programs such as screencast-o-matic, or any other video medium.

**Case Studies**

The case studies that you will analyze come from the Ethical Leadership Decision Making in Education text by Shapiro & Stefkovich, 2016. In Modules 5, 6, and 7 there will be 5 case studies that will be analyzed. The goal is to analyze these case studies to identify the issues and causes, your role in addressing the issues, and your suggested solution(s). You will need to consider the legal and ethical implications of your solutions.

**Grade Weights:**

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<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Theory of Human Nature Paper</td>
<td>50</td>
<td>9/12</td>
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<tr>
<td>Using Your Ethical Compass Paper</td>
<td>50</td>
<td>9/19</td>
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<tr>
<td>Leadership Self-Assessment Personal Development Paper</td>
<td>50</td>
<td>10/3</td>
</tr>
<tr>
<td>Dimensions of Ethical Leadership paper</td>
<td>50</td>
<td>10/10</td>
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<td>Chapter Presentations 1</td>
<td>25</td>
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<td>Case Studies 1</td>
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<td><strong>Total</strong></td>
<td><strong>500</strong></td>
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V. **Tentative Course Outline/Calendar**

The tentative course outline above is aligned to the designated assignments, due dates, discussion topics and other related activities. The student should note that the instructor has the flexibility to modify assignments and/or the schedule/deadlines of
activities/assignments. The professor will notify the student of any changes. Please find the timeline in the “Getting Started Module” in Brightspace.

VI. Readings (required and possibly recommended)

Selected course readings include but are not limited to the following required books. Other readings such as articles and chapters may be given throughout the semester.

**Required:**


**Additional Readings (suggested):**


VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!"

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.
VIII. Student Ethics and Policy

Important course related policies:

Course Grades (Including WH), Policy 5.5

Final Course Grade Appeals by Students, Policy 6.3

Academic Accommodation for Students with Disabilities, Policy 6.1

Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6

Class Attendance, Policy 6.7

Code of Student Conduct and Academic Integrity, Policy 10.4

***Other other SFA Policy Information

IX: Resources

On-campus Resources:
SFASU Counseling Services • www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

SFASU Human Services Counseling Clinic • www.sfasu.edu/humanservices/139.asp
Human Services Room 202 • 936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

X: Additional Information Specific to Educator Preparation (only add if educator preparation):

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.
To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFA.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.