

ADM 657

Educational Policy and Ethics

Revised October 6, 2008

I. Catalog Description: Educational Policy and Ethics provides a historical overview for the science of institutional policy development in the United States. The relevance, overlap, and interplay of educational policy and ethics at the local, state, and national levels will be explored.

II. Purpose of Class: This course is designed to: (1) identify the classical stage model of the policy process and to define and understand the types of policy analysis (including applicable terminology), view educational policy from different vantage points including the structural frame, the human resource frame, the political frame, and the symbolic/cultural frame; (2) develop individual student frameworks relative to identifying paramount educational goals and imperative ethical principles; (3) investigate educational policies at the local, state, and national level; (4) identify issues that influence the ethical decision-making of educational administrators and (5) develop an understanding of the ISLLC standards as they relate to educational policy and ethics. The College of Education Conceptual Framework and theme of educator as reflective decision-maker are addressed in this course by urging graduate students to consider his/her role as an ethical educational leader. KERA Strands: SBDM is addressed as an aspect of policy in Kentucky. EPSB Themes: The theme of diversity is explored through reading journals, text, and reacting to scenarios in the area of policy and ethics. Technology is addressed through the provision of current web resources in the area of educational leadership, use of technology used in the school setting, publications for professional development and through electronic communication and power point presentations.

III. Course Objectives:

As a result of participation in ADM 657, the student will demonstrate:

- A. An understanding of the policy and procedures required by school districts and the state department of education. (ISLLC Standards I, III, V and VI)
- B. An understanding of the policies and procedures inherent to their district. (ISLLC Standards I, II, III, IV, V, and VI.)
- C. Skills necessary to communicate policy and policy changes as they occur. (ISLLC Standards I, II, III, IV, V, and VI.)
- D. Leadership qualities dealing with confidentiality as it pertains to personnel, special needs children, and working with community agencies. (ISLLC Standards I, II, III, IV, and V.)
- E. An infusion of technology as related to roles, responsibilities, and expectations of the educational leader. (ISLLC Standards I, II, III, V and VI.)

- F. Understanding and implementation of ethical behaviors as they relate to all areas of the public school program. (ISLLC Standards I, II, III, IV, V, and VI.)
- G. An association with KASA as to how policies are written, evaluated, and revised. (ISLLC Standards I, II, III, IV, and V.)
- H. Expectations of the Professional Standards Board. (ISLLC Standards I, II, III, IV, V, and VI.)

IV. Textbooks

Critical Issues in Education Nelson, Palonsky & Carlson, 4th Edition, 2000);
The Ethics of School Administration Strike, Haller, & Soltis, 2nd Edition, 1998).

V. Content Outline

- Purpose, direction and accountability of school administrators (ISLLC Standards I, II, III, IV, V, and VI.)
- Development of school mission/objectives (ISLLC Standards I, II, III, IV, V, and VI.)
- School Administrator Tasks and Administrative Processes (ISLLC Standards I, II, III, IV, V, and VI.)
- School Administrator Roles, Expectations, and Social Factors (ISLLC Standards I, II, III, IV, V, and VI.)
- Budget and Plant Management (ISLLC Standards I, II, III, IV, V, and VI.)
- Personnel and Instructional and Curricular Leadership (ISLLC Standards I, II, III, V, and VI.)
- Special Personnel Problems (ISLLC Standards I, II, III, V, and VI.)
- Administrator and Staff Relations (ISLLC Standards I, II, III, V, and VI.)
- Staff Evaluation and Supervision (ISLLC Standards I, II, III, and V)
- Instructional Leadership (ISLLC Standards I, II, III, IV, V, and VI.)
- Student Discipline (ISLLC Standards I, II, III, V, and VI.)
- School Safety (ISLLC Standards I, II, III, IV, V, and VI.)
- Administration of Special Education (ISLLC Standards I, II, III, IV, V, and VI.)
- Career Considerations (ISLLC Standards I, II, III, IV, V, and VI.)

VI. Instructional Activities

- A. Construct (3) abstracts of articles from a variety of current sources involving educational policy issues in three distinct policy areas.(ISLLC Standards I, II, III, IV, V, and VI.) 50 pts. Each

- B. From your school's Policy and Procedures Manual, identify the 10 sections and review policies from each area. Students will compile 10 policies and describe any revisions to each policy. Presentations will be made to the class. (ISLLC Standards I, II, III, IV, V, and VI.) 75 pts.
- C. Construct (3) case study analyses (text-related), on policy issues relative to ethical concerns. (ISLLC Standards I, II, III, IV, V, and VI.) 50 pts. each
- D. Oral presentation of abstracts (ISLLC Standards I, II, III, IV, V, and VI.) 50 pts. each
- E. Oral presentation of ethical cases (ISLLC Standards I, II, III, IV, V, and VI.) 50 pts. each
- F. Select a current related article and present orally to class on an educational ethical issue. Topic must be pre-approved by instructor. (ISLLC Standards I, II, III, IV, V, and VI.) 50 pts. each
- G. Class participation and discussion—you will be evaluated on the depth and breadth of individual student participation in the class seminar atmosphere throughout the semester. 100 pts
- H. Electronic portfolio on disk or CD of course requirements. 25 pts
- I. Final Examination 100 pts.

VII. Grading Procedures

Letter Grade	PCT Grade
A	92-100%
B	80%-91%
C	70-79%

A final course grade of "C" or below does not meet MSU Graduate Program Requirements

VIII. Attendance Policy: This course adheres to the policy published in the MSU Graduate Bulletin.

IX. Academic Honesty Policy: Cheating, plagiarism (submitting another person's material as one's own), or doing work for another person who will receive academic credit are impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged material as if it were the student's own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place.