Education 703 Syllabus



**Doctoral Program in Educational Leadership**

**EDU 703: Education Policy, Politics, and Professional Ethics**

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**What We Do And How We Do It**

The principal purpose of the Ross College of Education is to enhance human learning. This entails improving instruction situated in institutions as well as understanding and improving learning that takes place in less structured ways in families, work places, social settings, religious endeavors, the military, etc.

The Ross School pursues this mission for a full range of college students, undergraduate and graduate, (and alumni and professional sectors) through means such as carefully constructed classroom experiences, online instruction, individualized assignments, symposia, conferences, internships, practical, collaborative projects, and applied research opportunities

The Leadership Program, within the Ross School, contributes to this mission by carefully selecting and preparing able individuals interested in leading early childhood, elementary, and secondary schools, public and nonpublic, colleges and universities, and a variety of private sector and government and military organizations

The Ross Education School Leadership Program offers, among other degrees, a Doctor of Education (EdD) degree. This academic offering is aimed at a small group of individuals possessed of unusual promise in initiating and operating productive educational endeavors, in schools and a wide variety of other agencies and settings.

The EdD program involves 18 doctoral courses carrying 54 graduate credit hours. One of the fundamental courses involved in the EdD program is Education 703, Politics, Policy, & Professional Ethics. This is the syllabus for that course

The primary purpose of the educational leadership faculty at the Ross College of Education is to provide program participants with knowledge, dispositions, skills and understanding necessary to facilitate educational improvement. Professional preparation provided by Ross faculty stresses strategic planning, collaborative problem solving, interpersonal and inter-group effectiveness, technological proficiency, and effective communication.

**COURSE DESCRIPTION**

This course EDU 703 is about (1) education policy, what it is, its historical evolution and contemporary condition; (2) societal conditions, governance arrangements, and political dynamics shaping policy outcomes; and (3) professional challenges and practical ethical issues permeating education policy, the policy process, and education practice in the United States and elsewhere throughout the world.

**COURSE PURPOSES:**

The purpose of Education 703 is to ensure participants are:

* Knowledgeable regarding significant historical components, institutional structures, and evolutionary trends pertinent to American and worldwide education policy and practice
* Informed about and capable of participating in and engaging others regarding policy dynamics shaping educational institutions and practices.
* Aware of and able to engage with modern policy analytic techniques.
* Sensitive to and capable of engaging productively with professional challenges and ethical issues embedded in American and worldwide education policy and practice.

**STUDENT LEARNING OBJECTIVES**

After completing this course student should be able to:

* Understand, explain, and productively build upon historical forces and structural conditions shaping education policy in the United States and worldwide.
* Understand, explain, and incorporate into professional actions varying policy and practical consequences accompanying market dynamics and government actions.
* Analyze policy proposals and determine downstream consequences for the larger society, students, citizen constituents, and interest groups.
* Recognize and determine consequences of professional challenges and ethical issues accompanying policy proposals and administrative implementation.
* Understand and be able to explain and work within the various strategic and practical accountability mechanisms applicable to education.

**PEDAGOGY**

The course will involve a variety of individual and collective written and oral assignments, classroom activities, presentation, discussion, lectures, and fieldwork. A typical class will consist of, but not be limited to, activities such as instructor-led discussions on assigned readings, current trends, innovations, reforms, issues, and problems in schools; group discussion; individual presentation of viewpoint readings; group activities; and student-led presentations (utilizing innovative technology) and discussion.

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| **Program Outcomes** | **Student Learning Outcomes** | **Assessments** |
| **Professional Practice** | **Professional Practice** | **Students Evidence Progress through means such as** |
| 1. Develop scholar-practioners who routinely rely upon knowledge, critical ability, systematic inquiry, and purposeful reflection continually to improve their own practice and the education profession | 1.1 Use multiple forms of inquiry and reflection to analyze and engage with current educational policy issues. 1.2 Articulate personal and professional positions regarding the purpose and probably consequence of education policy proposals1.3 Identify, analyze, and assess methods of implementing policy change within education that contribute to improved student outcomes.1.4 Routinely demonstrate ethical behavior.1.5 Demonstrate ability to undertake effective collaborative group work and assess use of collaborative structures in multiple context | Book reviews Assigned policy problem setsFormal presentationsWritten submissionsClass discussion participation |
| **Standard #2****Problem Solving** | **Elements of Standard #2—Problem Solving** | **Assessments** |
| 2. Develop scholar practitioners who are able to ask engaging and important questions, formulate appropriate strategies for investigating these questions, conduct investigations with a high degree of competence, analyze and evaluate the results of the investigations, and communicate the results to others. | 2.1 Identify and analyze a problem and its constituent parts.2.2 Synthesize information from appropriate sources to form a deeper understanding of a problem and its relation to issues in their field.2.3 Evaluate multiple perspectives and potential solutions.2.4 Propose and justify the most appropriate solution to a given problem. | Book reviews Assigned policy problem setsFormal presentationsWritten submissionsClass discussion participation |
| **Standard #3****Research** | **Elements of Standard #3****Research** | **Assessments** |
| 3. Develop scholar practitioners who purposefully engage in systematic and rigorous data collection  | 3.1 Identify and analyze theoretical and ethical issues in knowledge construction and research practice.3.2 Identify, consult, and analyze information and arguments from a variety of sources including educators, peer-reviewed literature, the internet, media, and raw data.3.3 Craft cohesive, persuasive arguments by evaluating, applying, or integrating appropriate information from various sources.3.4 Exhibit commitment to the role of practitioner-researcher as demonstrated by use of multiple avenues to create and share knowledge about local, state, and federal educational issues. | Book reviews Assigned policy problem setsFormal presentationsWritten submissionsClass discussion participation |
| **Standard #4****Inquiry/Decision Making** | **Elements of Standard #4****Inquiry/Decision Making** |  |
| 4. Develop scholar practitioners who value the application of theory in practice & conduct systemic institutional inquiry, identifying critical issues using data to drive decision making. | 4.1 Demonstrate ability to see beyond the driving and restraining forces impacting an issue and identify the critical factors involved.4.2 Demonstrate ability to consider large-scale interventions found within the literature and modify the approach to suit localized needs.4.3 Approach inquiry with holistic view on connections between levels of an institution, regardless of position within the institution.4.4 Demonstrate ability to apply lab theory to field-based, job-imbedded components to test change concepts. | Book reviews Assigned policy problem setsFormal presentationsWritten submissionsClass discussion participation |
| **Standard #5****Communication** | **Elements of Standard #5****Communication** | **Assessments** |
| 5. Develop scholar 5ractitioners that express ideas clearly both orally and in writing, listen well, and exhibit ethical standards consistent with a professional community. | 5.1 Demonstrate advanced knowledge of the research literature related to professional practices of education.5.2 Express ideas clearly both orally and in writing.5.3 Acknowledge his/her own beliefs and values.5.4 Exhibits ethical standards consistent with professional commitment.5.5 Understands issues and trends in a multicultural, non-sexist society.5.6 Works effectively with individuals from diverse cultural backgrounds.5.7 Listens and responds in exemplary manner. | Book reviews Assigned policy problem setsFormal presentationsWritten submissionsClass discussion participation |

**REQUIRED BOOKS**

Guthrie, James W., Springer, Mathew G., Rolle, A. Anthony, and Houck, Eric C., **Modern Education Finance and Policy** (Pearson: Boston 2007)

Ladd, Helen, and Goertz, Margaret, **Handbook of Research in Finance and Policy** (Second Edition) Association for Finance and Policy

**REQUIRED INDIVIDUALLY ASSIGNED SUPPLEMENTAL READING**

READ, WRITE A 1,000 WORD ESSAY REGARDING, AND PREPARE A CLASS PRESNTATION (WEEKEND ONE) ON THE FOLOWING INDIVIDUALLY ASSIGNED BOOK, WRITING, or CHAPTER.

* + - 1. (A) United States Declaration of Independence and (B) Abraham Lincoln Gettysburg Address, (*Paul Moore*)
			2. *(A) Federalist Papers* Numbers 10,14,39,51 and 70 and (B) Martin Luther King, Letter from a Birmingham Jail (*Lori Dool)*
			3. Cuban, Lawrence, *How Teachers Taught*: *Constancy and Change in America’s Classrooms: 1890 -1990 (1993)*, (*Praxedis Rodriquez*)
			4. Tyack, David C. *The One Best System*, Harvard University Press (1970) *(Jerinea Speed)*
			5. Friedman, Milton, Capitalism and Freedom, University of Chicago, 1962 (*Shaun Exteen*)
			6. Chubb, John, and Moe, Terry, *Politics, Markets, and America’s Schools*, Brookings Institute 1990 (*Carmen Ronnie)*
			7. Hill, Paul, Pierce Lawrence, Guthrie James, *Reinventing American Education*, Chicago, University of Chicago Press, 1997 (*Chelsea Shaff))*
			8. Kidder, Rushworth M., *How Good People Make Tough Choices,* Harper 2009. (*Alisha Mendez)*
			9. Kidder, Rushworth M., *Moral Courage,* William Morrow, 2006 (*Kelly Nigro*)

**Initial Weekend Responsibilities**

1. Read Text and Assigned Handbook Chapters
2. Prepare presentation on individually assigned reading
3. Prepare Textbook-based case study presentations

**Second Weekend Responsibilities**

1. Individual Presentation of Data Project Specific Component
2. Prepare syllabus-based ethical scenario case study presentations

**REQUIRED TEAM AND INDIVIDUAL ASSIGNMENTS**

Team Assignment

Imagine your superior is called upon to brief a Congressional Committee He will present a series of PowerPoint slides serving as background for Committee members about to make education policy recommendations and decisions.

Here are individual components of the report

1. Students
2. Educators
3. Schools
4. Facilities
5. Technology
6. Finances
7. Governance
8. Achievement
9. Opinion

Individual Written Assignment and Public-Style Presentation

There are two individual written assignments.

1. Each class participant will be assigned individual readings (see above list). Write a 1,000 word essay summarizing the reading and distilling the significance of the reading for education policy. Prepare a class presentation on the reading. Read whatever additional background material gives meaning to the book or item involved. For example, Lincoln’s Gettysburg Address or Martin Luther King’s Letter from a Birmingham Jail need context. (Due weekend One)
2. Each class participant will be responsible for an education data section This will be discussed at length in Weekend One. See Table of Contents above.

**COURSE PROCEDURES**

This course is designed expressly for students enrolled in the LYNN UNIVERSITY cohort-based Ed.D. Program and will occur on specified Fridays, Saturdays, and Sundays during the months of November and December in 2015. Class attendance on meeting days is essential. Students should come to class having completed, and prepared to make class presentations regarding these assignments in keeping with the following schedule:

(1) Assigned textbook (Weekend One)

*(2) Individually specified supplemental readings (Weekend One and Weekend Two)*

(3) Cases embedded in the textbook (Weekend One)

(4) Data essays for Congressional presentation, (Weekend Two) Critical Assignment One

 (6) Professional ethics case studies (Weekend Two) see attached

**Course Grading**

Class Participation 25 Percent

Case Study Presentation 25 Percent

*Assigned Reading* 25 Percent

*Data Contribution* 25 Percent

*Italicized items to be submitted through “Live Text.”***CRITICAL ASSIGNMENTS**

THIS COURSE HAS TWO “CRITICAL ASSIGNMENTS.” ONE IS THE DATA CONTYRIBUTION. THE INDIVIDUALIZED SPECIFIC READINGS

A critical assignment is a required student performance to demonstrate proficiency of one (or more) Professional Doctorate in Education standards having the CPED Charter at the core. All instructors of the program will be assessing student proficiency on the critical assignments using common rubrics for each assignment. In order to successfully complete a program of study, all students must achieve “Acceptable” or “Excellent” on all critical assignments.

If a student’s assignment is unacceptable, it is the policy of the Department of Educational Leadership that the professor, consistent with the department and university policy, to demonstrate accomplishment on the critical assignment to the instructor, given a period of time establish the student. When accomplishment is demonstrated, the assessment grade will be changed to a grade consistent with the criteria delineated in the syllabus. Students who submit their work on time will be given an opportunity to rewrite a critical assignment, if necessary, to demonstrate accomplishment. If the student requires additional support, a Remedial Action Plan (RAP) will be implemented.

**Rubric for Critical Assignments in EDL 703**

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| --- | --- | --- |
|  | **Excellent** (4 points) | **Acceptable**(3 points) | **Developing**(2 points) | **Basic** (1 point) | **Not Acceptable**(0 points) |
| **Collective construction of a “Data Essay”** | Consistently demonstrates an outstanding ability to compile and analyze complex situations statistical data relevant to policy decisions | Demonstrates an ability to compile and analyze complex situations and compile statistical data relevant to policy decisions | Demonstrates some ability to compile and analyze complex situations and compile statistical data relevant to policy decisions | Demonstrates limited ability to compile and analyze complex situations and compile statistical data relevant to policy decisions | Fails to demonstrate ability to compile and analyze complex situations and compile statistical data relevant to policy decisions |
| **Development of a full policy-based reform proposal for a facet of public school operation** | Consistently demonstrates an outstanding ability to formulate a policy problem, explain issue’s background, provide data in support of the issue being a significant problem, design alternative solutions, pose and evaluate alternatives, and recommend a course of action | Demonstrates ability to formulate a policy problem, explain issue’s, provide data in support of the issue being a significant problem, design alternative solutions, pose and evaluate alternatives, and recommend a course of action | Demonstrates some ability to define a problem, explain issue, provide data in support of the issue being significant, design alternative solutions, pose and evaluate alternatives, and recommend a course of action | Demonstrates limited ability to define problem, explain issue’s, background, provide data in support of the issue being a significant problem, design alternative solutions, pose and evaluate alternatives, and recommend a course of action | Fails to demonstrate ability to define a problem, explain issue’s, provide data in support of the issue being a significant problem, design alternative solutions, pose and evaluate alternatives, and recommend a course of action |

**UNIVERSITY POLICIES AND PROCEDURES**

**Academic Honesty**

Academic integrity is expected – academic dishonesty will not be tolerated. Violation of any University policy on plagiarism, cheating, offering work to others on assignments, or any other misrepresentation of a student’s work will have serious consequences. Any issues of this nature will be documented, reported, and pursued fully. Please review Lynn University’s policies in the catalog.

**Plagiarism**

Lynn University has an account with an automated plagiarism detection service that allows the instructor to submit student assignments to be checked for plagiarism. I reserve the right to

* Request that assignments be submitted to me as electronic files
* Electronically submit assignments to Turnitin.com.

Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized. For more information, go to [www.turnitin.com](https://pop.student.lynn.edu/exchweb/bin/redir.asp?URL=http://www.turnitin.com/" \t "_blank).

**Diversity**

Through the use of readings, class discussions, case studies, problem-based learning, written assignments and field experiences, students will have opportunities to develop their own understanding and skills in becoming more effective leaders in diverse learning organizations

**Instructional Strategies**

Students will be asked to participate in cooperative learning groups that focus discussion on self-reflection and integration of new material. Other modes of instruction may include lecture, media presentations, case studies, problem analysis, student presentations, written assignments and field experiences. *Publication Manual of the American Psychological Association* (APA) (6th ed.) is the style adopted for all written work. Check into using RefWorks, which is a great way to keep track of your sources while you are writing papers: <http://lynn.libguides.com/aecontent.php?pid=41311&sid=304083>

**Religious Observances**

Lynn University respects the rights of all individuals to observe customarily recognized religious holidays throughout the academic year. If a student intends to be absent from classes as a result of any such observance, the student should notify his/her professors in writing prior to the specific holiday.

**Accommodation Statement**

Students with disabilities have the right to reasonable accommodation under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. If special accommodations are needed, please contact the ADA Compliance Officer to assist in documenting and defining those needs. For any accommodation, the instructor must be presented with the form specifying the needs during the first week of classes.

**Ethic Related Case Studies**

**Ethical Scenario #1**

In the following scenario, imagine that you are an elementary principal in the district under consideration. You were appointed a year ago. You have little job security. Your immediate superior supported you for the position. However, the district superintendent only reluctantly concurred with your selection.

Upon assuming your responsibilities as the principal of the George Washington Elementary School, you went through substantial professional training underscoring the significance of standardized test results in appraising your students, your school, and you. There could be no question that your success, your employment, and your professional future in this district would hinge on an ever-upward trajectory of student achievement test scores.

In your first weeks several of your faculty members subtly conveyed to you that your predecessor as principal approved their manipulating student answer sheets.

No one ever said anything overtly about cheating. All comments were quite subtle. Still, you could feel that something was just not right here.

As the fall semester concluded, and you and your teachers prepared for the spring, you overheard a conversation in the teacher lunchroom about test scores and how to influence them. As soon as the teachers saw you enter the room, they stiffened, and their conversation clearly was altered.

Throughout the early weeks of the spring semester, you attended many central office meetings during which test procedures were described in detail and the significance of properly preparing students for the test was underscored.

When test day came, the booklets were delivered to your office in a locked box. There was an elaborate set of security procedures and a checklist for what you were responsible. Also, you had a script prepared by central office staff regarding the precise words you were to use in overseeing your teachers and their administration of the examinations.

Test day proceeded. At the end of the day you noticed that approximately half of your teachers were late interning in their test booklets and answer sheets. This perplexed you. You had made it clear that they were to submit all test related materials in a timely fashion. You were becoming ever more anxious.

You assembled all materials and drove directly to the district central office as you were instructed. As you entered the test reception area, you noticed that there were small groups of principal quietly talking in the corners of the room. Their voices were quite soft and once you could just barely hear the word "erasures."

That night you went home and discussed all your observations with your spouse. You explained that you were fearful that there was cheating going on regarding test answer sheets. Moreover, you were becoming suspicious that the cheating was not isolated to a few incidents. It seemed like it might even be a coordinated effort with directives issuing selectively from the central office.

You were perplexed. On one hand, you were excited to have completed your first year as principal. Your teachers had banded together to support you and it felt like a team effort. Parents expressed great satisfaction with you and you believed that your students' achievement scores would reflect this new and vital school atmosphere.

You badly wanted to have your contract renewed for the following year. You and your spouse had even made some financial plans for the future based on the assumption that you would continue to receive the principal's salary.

Yet, somehow, something was wrong. Something was rotten. You could not precisely put your finger on it. You did not have any hard objective evidence. However, all around you were strange coincidences. It just did not feel right.

You and your spouse discussed what you should do. On one hand, you could keep quiet, or at least wait until you had some definitive evidence of wrongdoing. By not taking any action now, you probably would have your administrative contract approved and you would perhaps even receive a bonus if your students achieved at a higher rate. This was an attractive alternative.

On the other hand, there was a part of you that thought the time had come either to talk to the superintendent about your feelings or, perhaps, go even higher and talk to the district attorney. After all if there was cheating going on, you did not want to be involved with it or blame for it. You knew there were harsh legal consequences for engaging in any conspiracy to change student test scores.

You were deeply troubled. Something was wrong, and you could feel it. On the other hand, you had no definitive evidence. Moreover, there was much at stake for you personally and for your students and their parents collectively.

If you were this principal, what would you do?

**Ethical Scenario #2**

In the following scenario imagine that you are the principal involved.

You have been the principal of the Booker T. Washington Elementary School for approximately five years. It is a school of approximately 600 students. They come principally from low-income homes. However, the students themselves and virtually all their parents care a great deal about education. Parents want their children to learn and they want their school to teach them. Parents trust you as principal and they trust their child’s teachers. It is a two way street. You and your teachers work hard and the parents push their students to study hard.

The school has a healthy and vibrant atmosphere. To enter is to see students who are happy and vocal, but well behaved. They are proud of their school. You as principal are proud of them. You have selected your teachers, and you regard the entire school as a cohesive team, join together in the pursuit of a common mission.

One morning you were surprised by a personal phone call from the district superintendent. He was eager for you to visit with him as soon as possible. Whereas you had a good relationship with your superior, you were nevertheless anxious. There was something in his voice that put you on alert.

You tidied up matters around you, informed the school secretary that you would be at the central office for a while, and drove carefully downtown.

The superintendent greeted you in a friendly fashion. However, it was clear he wanted to get down to business pretty fast.

He explained that at the board meeting the previous night, test scores, at your school as well as others, disturbed board members.

He explained that all principal were being asked to re-examine the manner in which they operate at their school and search deeply for strategies by which reading and mathematics scores could be elevated and elevated quickly.

The superintendent did not ask for a specific plan. He said it was up to you to figure out what to do. He wanted results and he wanted them by the next testing. He did not want to be bothered with details, he only wanted results.

You returned to school and ask your lead teacher to visit with you. Together you put your feet up on the desk and begin to think about ways in which an already finally tuned teaching machine could be cranked up and made even more intense.

Your lead teacher mentioned that in the last test administration approximately 10% of the students were only slightly below the line that demarcated adequate yearly progress.

The lead teacher asked, "What if we concentrated on the marginal 60 students?" "All those scoring above them are doing fine. We really do not have to worry about them."

Your immediate thought was for the students who were scoring even lower yet. These were students who not only were not making adequate yearly progress, they simply were not making adequate progress whatsoever. It's seemed to you that they should be the ones upon whom the most attention was lavished.

Moreover, there was another complexity. To concentrate on the borderline students might mean neglect of high-scoring students. Not only did this seem not right, but often it was parents of these high achieving students who were most actively engaged with the school and most supportive of you as principal.

Yet, somehow, the superintendent had been clear. Achievement results had to be elevated, and they had to be elevated fast. Were not the 60 borderline students low hanging fruit?

If the school was to concentrate on borderline students, teachers could easily identify them. They could be the targets of special tutoring. It would be possible to use some federal funds to provide them with test taking skills.

You as principal were convinced that by concentrating on 60 students’, scores would improve.

You were just as confident that high-performing students' parents would complain and low performing students would suffer, no matter what their parents did.

You could envision yet another problem. You and your teachers had always operated as a team. A great deal of reciprocal trust had evolved. There has been a long-standing commitment among you and all of your staff to be an advocate for every student in the school. You had not previously played favorites. Up to now, a low performing student was treated the same way as the class valedictorian. At Booker T. Washington School, everybody was somebody.

You were torn between principle and expediency. There was nothing really wrong with concentrating on borderline students. Somehow, though, there was something wrong about neglecting all other students.

What would you do?

**Ethical Scenario #3**

Yolanda Perez is the principal of the Cesar Chavez Middle School. The school is located in Wasco California in San Joaquin County. The building is approximately 50 years old. It has been maintained sufficiently but it is still old. It is outmoded. It is ill-equipped for modern technology and Internet access.

Yolanda has been principal for five years. She continues to be enthusiastic about her job. She identifies closely with her students, many of whom have come from Latin American nations and are first-generation Americans. They are proud to be American. They know they must study hard. Their parents care and gladly entrust their children to Yolanda and her teachers.

Yolanda would badly like to generate more revenue for her school. The problem is not with the district. The formulas by which funds are internally distributed to each school are fair. The Cesar Chavez Middle School receives the same amount of money per people as other similarly situated schools in the district. Yolanda is not complaining about the formula.

However, Yolanda is aware that the state school finance scheme provides added weightings for disabled or special-education students. Depending on the severity of their handicap, the weights range from 1.1 to 3.0.

Cesar Chavez Middle School counts about 10% of its students as having special needs. Thus, under the state funding formula, the school receives approximately $250,000 in added revenues to provide special services.

In addition, under the *No Child Left Behind Act* many of the school's low income and low-scoring students are eligible for "supplementary educational services."

Under this particular federal statute, Yolanda and her school have an additional $500,000 that can be used to supplement instruction through afterschool activities.

In reviewing her budget request for the forthcoming academic year, Yolanda had an idea.

What if she and her teachers undertook more careful assessments of their students to ensure that those already identified with special needs could be reclassified and possibly eligible for added funding if another $20,000 or $30,000 a year could be generated in this fashion, perhaps she could find some way to direct this money to updating the schools technology and Internet access.

Yolanda was aware that special education funds must flow to the benefit of special needs students. However, all money is somehow fungible. She knew from speaking with principals in other schools, that there were many tricks that could be played to shuffle funds from one budget line or category to another. After all, her only intent was to benefit students. Moreover, whose money was it anyway!!!

Yolanda also had an idea about the supplemental education services funds. Right now they flowed to an outside community agency with which the school district contracted for afterschool tutoring.

Why not create a new organization, an organization of Cesar Chavez Middle School Teachers and Administrators. This organization would be structured as a limited liability corporation. It would have as its central function offering afterschool tutorial services to low performing students. If such an organization was established, it could submit a bid to the school district and Yolanda and her Cesar Chavez teachers could assist their students not only during the school day, but after school as well.

In the process, if she and her teachers made a little more money for their added work, so much the better. After all everybody knows teachers are poorly paid. And, again, whose money is it anyway!!!

Is Yolanda thinking straight? Are her motives pure? Is she acting in a professionally ethical manner? If you were the school superintendent and found out about her activities, what would you do?

**Ethical Scenario #4**

Victoria Alldredge is the Headmaster of Lowell High School. Lowell is a famous public school with a long tradition of academic excellence. It is located in a sophisticated city. That serves as the hub for a large metropolitan area.

Even though public, Lowell is a selective high school. Admission slots are limited and admission is a highly competitive process. Students apply and after appropriate qualification test and interviews, are admitted based on merit.

Lowell has a dedicated teacher workforce comprised of a vastly experienced cadre of able instructors and remarkable scholars. In many ways, Lowell is like a small college. It has a strongly academic reputation, a rigorous set of academic expectations for students, a classical curriculum, and a dedicated and able set of teachers. The physical facilities and spacious grounds are well maintained and particularly impressive.

Lowell does not boast of a great athletic record. There is a gymnasium and a stadium. Its teams compete with other high schools in a city league.

However, the Lowell administration's view of athletics is that one engages in them for character building not for career development.

Above the locker room entrance to the stadium is a sign proclaiming: "Of all victories, the greatest is for man to conquer himself."

The curriculum is founded upon long-standing tried and true classics. Students read from Greek and Roman history and philosophy. They also are steeped in historic pieces of literature.

For example, English teachers excel in bringing Shakespeare to life in their classes. Romantic poets such as Shelly, Byron, and Keats serve as an important component of literature expiration. Even Chaucer's Canterbury tales are read and studied in Olde English.

Mathematics is taught through the historical development of contributing geniuses such as Euclid and Isaac Newton.

Civics is talk from the ground up. Students learn to memorize and recite the Declaration of Independence and the Gettysburg address. Federalist papers are required reading.

The environment at Lowell is rigorous. However, the overall school culture is quite supportive for those who make an effort to learn. Lowell graduates routinely matriculate to the nation’s most selective colleges.

Dorcas McNeely came from a long-standing patrician family prominent throughout the metropolitan area in which Lowell was located. Her extended family has been supportive of Lowell for decades, Dorcas honestly earned her admission. However, she represented a substantial legacy of great grandparents, grandparents, and parents all of whom had attended and successfully graduated from Lowell.

Several of the academic buildings on the campus bore the McNealy name. There were more than a dozen College scholarships for Lowell students resulting from McNeely family gifts.

During the summer before her scheduled entrance as a Lowell freshman, Dorcas experienced a tragedy. While returning home late one evening from a friend’s nearby house, Dorcas and her girl friend were accosted by a group of youth. Dorcas was able to protect yourself and escaped. Her girlfriend was not so fortunate. She was raped. Perpetrators were caught, indicted, and would likely be prosecuted. The incident was headline news in local papers throughout the summer and into the fall when Dorcas began class.

The required freshman English class in which Dorcas was enrolled was heavily steeped in Chaucer's Canterbury tales. The instructor was nationally known for his knowledge of Olde English and his dramatic ability to bring history and classic literature to life.

The course had long been a standing requirement and every Lowell graduate for the past three decades had been enrolled in it.

Dorcas and her family asked that she be exempt from this class. Their claim was that the course content was simply too raw and triggered a painful set of images for Dorcas to experience. There were incidences, such as the Miller's tale, where sex and deceit were principal component of the story. It was thought that Dorcas was too close to her recent unhappy experiences to be subjected to such coarse content.

Dorcas and her family contended that reading such material and listening to it being discussed in class would trigger mental anguish.

The issue became controversial. The school was initially unwilling to exempt Dorcas from the class. It had been a long-standing requirement. Literally hundreds of other students had experienced it and had proclaimed their intellectual growth as a consequence. There was no denying the instructors credentials. He was virtually a teaching legend.

The Lowell headmaster brought the issue before the faculty. They discussed it for more than two hours. At the conclusion, they could see no reason for exempting a student from what was a cornerstone of the required curriculum.

Lowell's headmaster could not see a reason for an exception. Dorcas' family was quick to point to their legacy at Lowell and their many contributions to the school. They threatened never again to support Lowell if their daughter was not granted an exception.

The family engaged a famous lawyer to interact with the school over the issue. The lawyer asked the headmaster and faculty to reconsider their position.

If you were the Headmaster, what would you do and how would you explain your action to the faculty and to the McNealy family?

**Ethical Scenario #5**

Burton Bard was the superintendent of schools in a large Midwest school district. Literally tens of thousands of students were enrolled in schools under his supervision. There were thousands of employees. As one would think, the budget for this operation was annually in the billions of dollars.

Barred was scrupulous in his personal dealings. He led an exemplary personal life. He had a long time marriage, several successful children who were practicing attorneys and physicians.

He had a reputation for being unfailingly polite to everyone, treating all with whom he came in contact in a most civil manner, and generally exemplifying the best of religious values and American virtues.

Barred routinely cautioned those who worked for him about using good judgment. His father had been a minister. He was attuned to and careful regarding ethical issues. The district had a hands-off policy on the awarding of large financial contracts. Appropriate barriers exist it to ensure school district employees did not benefit from illegal rebates or other kinds of emoluments stemming from arrangements with contractors and consultants.

Bard's school district had initiated a personnel search for a new chief financial officer. The search took place under the auspices of the school district human resources division. The HR department had notified approximately 10 headhunting firms of their desire to hire a new CFO. The annual salary for the individual selected would be approximately $300,000. The successful headhunting firm, that is the one recommending the selected applicant, was scheduled to receive 30% of the annual salary as compensation for their effort.

The president of one of the headhunting firm's personally contacted Bard. In this phone call he mentioned that his son, who possessed an MBA from Harvard and was presently a financial officer in a wildly successful high tech private sector firm, was interested in the school district finance job.

In a rather obtuse and roundabout phone conversation, the headhunting honcho suggested that, someday, Bard himself might want to retire and perhaps do some consulting. If this ever happened, he said, his firm would be pleased to offer barred a comfortable senior position at an elevated annual salary.

The headhunting CEO also mentioned that, as a service to the school district, if his son were selected, the headhunting firm would forgo any payment from the school district.

Do you see any ethical problems here? If so, what are they? If there are problems, how should Bart have reacted?