EDUCATION UNIT CONCEPTUAL FRAMEWORK

Mission
The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

Program Outcomes and Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

1. Knowledgeable and Competent Specialists who
   a) demonstrate a strong foundation of knowledge
   b) implement effective practice
   c) use current technologies for teaching and learning

2. Reflective and Responsive Practitioners who
   a) advance just, equitable, and inclusive education
   b) make informed decisions
   c) participate in collaborative endeavors
   d) think critically and creatively

3. Committed and Caring Professionals who
   a) demonstrate leadership potential
   b) maintain professional and ethical standards
   c) engage in continuous improvement
EDUCATIONAL LEADERSHIP DEPARTMENT

MISSION
Our mission is to prepare school leaders who demonstrate strategic, instructional, organizational, political and community leadership; and to provide the community a source of scholarship and assistance in interpretation and application of scholarship.

GOALS
The goals of the department are to prepare educational leaders who demonstrate a wide array of knowledge, skills, attributes and commitment.

Strategic Leadership
Leadership requires the ability to develop with others vision and purpose, utilize information, frame problems, exercise leadership processes to achieve common goals and act ethically for educational communities.¹

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.²

A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity. ii

Instructional Leadership
Leadership requires the ability to design appropriate curricula and instructional programs to develop learner centered school cultures, to assess outcomes, to provide student personnel services, and to plan with faculty professional development activities aimed at improving instruction.i

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instruction program conducive to student learning and staff professional growth. ii

Organizational Leadership
Leadership requires the ability to understand, initiate and/or improve the organization, implement operational plans, manage financial resources, and apply effective management processes and procedures.i

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. ii

Political Leadership
Leadership requires the ability to act in accordance with legal provisions and statutory requirements, to apply regulatory standards, to develop and apply appropriate policies, to understand and act professionally regarding the ethical implications of policy initiatives and political actions, to relate public policy initiatives to student welfare, to understand. i

¹ NCATE-Approved Curriculum Guidelines for Advance Program in Educational Leadership 1995
² California Professional Standards for Educational Leaders 2001
A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.  

**Community Leadership**

Leaders must collaborate with parents and community members; work with community agencies, foundations, and the private sector; respond to community interests and needs in performing administrative responsibilities; develop effective staff communications and public relations programs; and act as mediators for the various groups and individuals who are part of the school community.

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.  

**Education leaders for 21st century must demonstrate:**

- commitment to high standards;
- strong ethical values;
- credible instructional leadership;
- understanding of social and political trends and changing role of education in our society;
- problem solving ability and skills necessary to promote and adapt to change and use of collaboration to build a shared vision for schools;
- capacity to collaborate effectively with a wide range of non-school agencies and community organizations which can help schools achieve their mission;
- commitment to life long learning which empowers students, staff, and themselves.

**We believe that:**

- every student must achieve academic success in school.
- every school must educate for American democracy that values the norms and practices of diverse groups and at the same time celebrates shared community values.
- school leaders must be reflective practitioners.
- knowledge is evolving and socially constructed and that learning is produced through an interaction of different perspectives that enable students to connect their education to their experiences.

**Note:** Department of Educational Leadership curricula and instructional practices are informed by the International Society for Technology in Education (ISTE) Standards for Administrators ([http://www.iste.org/standards/standards-for-administrators](http://www.iste.org/standards/standards-for-administrators)).
PROGRAM OBJECTIVES AND STUDENT LEARNING GOALS

Program Objectives
This list is extracted from the full list of program objectives and shows only those applicable to this particular course. Those shown in *italics* relate to assessment, accountability, and student learning.

II. Professionals Whose Practice is Informed by Scholarly Literature
   a. Who will critique informal ideas about best practice on the basis of the literature.
   b. Who will have a sense of the limits of the literature, as to its applicability to the work of educational professionals, its fundamental validity and reliability, and as to questions of which groups are empowered or marginalized by what is implied in the literature.
   e. Who can define, contrast, and evaluate the multiple perspectives presented in the scholarly literature regarding education.

III. Reflective practitioners
   a. Whose professional experience is systematically engaged, compared, and critiqued in classroom and other learning experiences.
   b. Whose professional experience will be brought to bear on the areas of their study, finding relevance and application for principles derived from the literature.

IV. Critical Thinkers
   a. Whose thinking is probabilistic, recognizing the indeterminacy of educational and social contexts.

V. Change Agents
   d. Who use research results and a sophisticated understanding of organizational structures, cultures, and institutional networks to foster positive reform efforts within their organizations and across educational institutions.

VI. Self-Aware and Ethical Professionals
   c. Who understand that education is embedded in a network of social and political structures that can be influenced and also will exert powerful influences on the educational process at all levels.
   d. Who understand and support the ethical expectations of the education profession and strive to make their professional practice serve the needs of students and the community.

VII. Professionals Who Value Diversity
   a. Who understand how their life histories shapes their views about the literature, organizations, and groups and who understand how to create collaborative environments that welcome and serve diverse members—cultural/linguistic diversity, gender, ableness, and age-span differences.
   b. Who work to shape learning communities at their sites that are more humane and responsive to all students and are open to the wider community.
PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES
Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found at the faculty documents section of the COE website.

RESPONSE TIME
Every effort will be made to respond to email or phone contacts within 48 hours. At a minimum, students should expect a response prior to the next class meeting.

COURSE DESCRIPTION
Concepts of ethical philosophy (e.g., self-interest, free will, social responsibility, duty) are explored as the basis for legal standards (protection of individual rights, fair treatment, equality of opportunity, duty of care, public trust) through study of education case law that deals with instructional leadership.

STUDENT LEARNING GOALS AND RELATED OBJECTIVES
- Study ways to identify ethical principles that are embedded in the problematic situations faced by school leaders.
- Recognize the overarching legal principles that thread through court cases related to public schools and reflect ethical principles.
- Develop an ability to apply philosophical principles derived from ethical considerations and legal principles to practices of school leaders.
- Approach both the analysis of court cases and problems from practice from a critical perspective that reflects on the larger ethical issues embedded in the cases or practical problems.

REQUIRED TEXTS

RECOMMENDED MATERIALS


**ATTENDANCE**

Students should attend all seminar and 2 points will be deducted from the Participation Points for each absence.

**GRADING POLICY AND GRADING STANDARDS FOR THE COURSE**

Students in the joint program are expected to perform at the doctoral level. Only courses in which grades of A+, A, A-, B+ or B are received may be applied toward degree requirements. Course grades of A+, A, or A- are assigned for outstanding scholarship. Grades of B+ and B are assigned for strong scholarship. Upon petition a grade of B- may be accepted in partial satisfaction of degree requirements if the student has a grade point average of at least 3.0 in all courses applicable to the degree. Grades of C, D, or F will be assigned when scholarship does not meet course expectations for successful performance.

Case presentations 27%

The paper will have a 73% weight in grading. Sections of the paper will be turned in for comment on the schedule shown on the Class Schedule. The paper will be graded when the final draft is evaluated. See the attached grading rubric.

**ASSIGNMENT DESCRIPTIONS**

Participation in the seminar by all members is critical. Preparation for each seminar meeting is the foundation for scholarly dialog. Prior to each meeting, seminar members are required to read and reflect on the material to be discussed. Further students are expected to share their reflections on their work on their individual writing assignments and their experiences as educational leaders as appropriate during discussions. The instructor assumes that all members
will make outstanding contributions. However, lack of participation or participation that is not relevant to the background reading will impact your grade in the seminar.

**Case Presentations**

Students are required to **brief** an assigned case and a related case (which cites the assigned case or has similar facts, issues, holdings, etc.). Also review relevant sections of Ed.Code, AG Opinions, sample board policies, etc. The students will make presentations to the class using PowerPoint or similar program. The briefs must include:

- **Facts**—actual circumstances, events that caused the case to come to the court
- **Issues**—disputed points of law
  - Procedural issues—such as admissibility of evidence or standing, etc.
  - Substantive issues—focused on legal rights and principles
- **Holdings**—court’s decision and reasons for the decision
- **Legal Doctrine**—how legal principles are affected by the decisions, tests that are to be applied in similar cases
- **Significance**—implications for the future in similar circumstances

This assignment shows the practical connection with the work world and addresses the following CPSEL(s):

- CPSEL # 5 Ethics and Integrity
- CPSEL # 6 External Context and Policy

**Writing Assignment**

The writing assignment (use APA) for this course should focus on a problem or situation in the workplace of the seminar member that has both ethical and legal dimensions. Preliminary drafts will be collected throughout the course. The paper may not be longer than 15 pages including references. The paper must address these topics:

- Description of the problem or situation, provide the background and details (who, what, when, where, why, etc.).
- Outline the ethical issue(s) raised by this problem or situation, relate these back to the ethical concepts as defined by those who have written about ethics in the philosophy literature.
- Analyze the legal issues involved in this problem or situation. Your analysis should show the link between existing legal cases and this situation or problem.
- How can the ethical concepts and legal principles assist school leaders in addressing situations or problems like the one you have outlined?

This assignment shows the practical connection with the work world and addresses the following CPSEL(s):

- CPSEL # 5 Ethics and Integrity
- CPSEL # 6 External Context and Policy
UNIVERSITY INFORMATION

Titanium
As a registered student you are enrolled in Titanium. You may access Titanium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657) 278-5619. If you still need more help, contact (657) 278-7777. Check Titanium weekly, the night before class, for any pertinent or last minute, updated information.

Students with Special Needs
Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services (DSS) Office in order to be accommodated in their courses.

Academic Dishonesty Policy
Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021 found at the UPS section of the Academic Senate website.

Two week plan for distant instruction should on-campus instruction be interrupted
In case of instruction interruption, please check the course website for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Titanium groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444

Emergency Contact
In the event of emergency, contact the University Police at (657) 278-3333. Additional information can be found at the CSUF Emergency Preparedness website.

Library Support
Pollak Library Assistance available for Online Students with online instruction guidelines are available on the CSUF library website.
TENTATIVE SCHEDULE

Week 1, June 6

Topic(s)
Course framework—ethics and the law
Legal research—library orientation

Assignments Due
None

Reading Assignments
Shapiro & Stefkovich Chapter 1-2
Kemerer, et al. pgs. 1-24
Noddings Chapter 8

Week 2, June 13

Topic(s)
Justice
Equal Protection

Assignments Due
None

Reading Assignments
Kemerer, et al. pgs. 24-42, 44-52
Plyler v Doe (1982)
Noddings Chapter 9
SUPPLEMENTAL:
Rebore 231-238
Schmidt & Maier 541-559

Week 3, June 20

Topic(s)
Justice
Due Process

Assignments Due
Descriptions of problem or situation for class paper

---

3 Course will be delivered in six week due to summer holidays

COE Template Updated January 16, 2014; Department Adaptations Updated December 8, 2014
Reading Assignments
Goss v. Lopez (1975)
Kemerer, et al. pgs. 323-357, 386-408

Week 4, June 27

Topic(s)
Care
Special Education

Assignments Due
Outline of the ethical issue(s) in writing assignment

Reading Assignments
Board of Education v. Rowley (1982)
Kemerer, et al. 365-371, Chapter 8
Noddings 182, 214, 221-234
Gilligan pages 3-19, 159-173
Hehir 831-841

Week 5, July 11

Topic(s)
Care
Sexual orientation and gender identity

Assignments Due
None

Reading Assignments
The Right to Be Out
Kemerer, et al 236-237, 479-481

Week 6, July 18

Topic(s)
Critique
Student expression

Assignments Due
Final papers

Reading Assignments
Kemerer, et al. Chapter 6
Noddings Chapter 11