



Ethical Leadership & Leading Teams in Schools

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Ethical Leadership & Leading Teams in Schools is written for individuals, in any school leadership capacity, to learn and apply ethical leadership principles. This course is also written for teachers and administrators as they work to create and manage teams in schools.

This computer-based instruction course is a self-supporting program that provides instruction, structured practice, and evaluation all on your home or school computer. Technical support information can be found in the Help section of your course.

Course Materials (Online)

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Academic Integrity Statement

The structure and format of most distance-learning courses presume a high level of personal and academic integrity in completion and submission of coursework. Individuals enrolled in a distance-learning course are expected to adhere to the following standards of academic conduct.

Academic Work

Academic work submitted by the individual (such as papers, assignments, reports, tests) shall be the student's own work or appropriately attributed, in part or in whole, to its correct source. Submission of commercially prepared (or group prepared) materials as if they are one's own work is unacceptable.

Aiding Honesty in Others

The individual will encourage honesty in others by refraining from providing materials or information to another person with knowledge that these materials or information will be used improperly.

Violation of these academic standards will result in the assignment of a failing grade and subsequent loss of credit for the course.

Level of Application

This course is designed as a course for administrators and teacher leaders to understand and apply ethical and team collaboration principles.

Expected Learning Outcomes

As a result of taking this course, participants will be able to demonstrate their ability to:

1. Analyze theories of team development
 2. Understand team dynamics in goal-setting, communication, planning, problem-solving, power and influence, decision-making, and conflict management
 3. Identify stages of team development
 4. Analyze methods to develop and maintain high performing teams
 5. Analyze theories of ethical leadership
 6. Analyze issues of ethical leadership such as creating a code of ethics, conflicts of interest, and addressing ethical problems/dilemmas
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Course Description

This course will include the theories of teams and ethical leadership in schools. This course will provide knowledge and application for individuals to function as ethical leaders and tools for developing teams and operating within ethical leadership principles. In this course we will discuss how to create high performing teams and how teams progress through stages of development into high performing teams. As a school leader, understanding these concepts will help you create teams that function well.

Chapter 1: Ethics & Leadership

This chapter focuses on the definition and theories of ethics in general and on the application of those theories in a code of ethics and in conflicts of interest.

Chapter 2: Ethical Leadership

Chapter 2 focuses on the definition and theories of ethical leadership and the application of those theories in using technology and being a school leader.

Chapter 3: Teams in Schools

This chapter focuses on how teams are created, the structure of teams, and inventories to help school leaders create and manage teams.

Chapter 4: Developing Teams

This chapter focuses on how to develop and manage teams so that they will be high performing.

Student Expectations

As a student you will be expected to:

- Complete all four information sections showing a competent understanding of the material presented in each section.
 - Complete all four section examinations, showing a competent understanding of the material presented.
- You must obtain an overall score of 70% or higher, with no individual exam score below 50%, to pass this course. *Please note: Minimum exam score requirements may vary by college or**

university; therefore, you should refer to your course addendum to determine what your minimum exam score requirements are.

- Complete a review of any section on which your examination score was below 50%.
 - Retake any examination, after completing an information review, to increase that examination score to a minimum of 50%, making sure to also be achieving an overall exam score of a minimum 70% **(maximum of three attempts)**. ***Please note: Minimum exam score requirements may vary by college or university; therefore, you should refer to your course addendum to determine what your minimum exam score requirements are.**
 - Complete a course evaluation form at the end of the course.
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Examinations

At the end of each chapter, you will be expected to complete an examination designed to assess your knowledge. You may take these exams a total of three times. Your last score will save, not the highest score. After your third attempt, each examination will lock and not allow further access. Your final grade for the course will be determined by calculating an average score of all exams. This score will be printed on your final certificate. As this is a self-paced computerized instruction program, you may review course information as often as necessary. You will not be able to exit any examinations until you have answered all questions. If you try to exit the exam before you complete all questions, your information will be lost. You are expected to complete the entire exam in one sitting.

Instructor Description

Karen Lea holds a Ph.D. in education and an M.S. in business management and leadership. Dr. Lea has 15 years' experience teaching at the K–12 level and another 14 years' experience teaching education courses at the undergraduate and post-graduate levels. Those 14 years in higher education included 6 years as a dean at a faith-based university and 7 additional years in charge of assessment and accreditation at a faith-based university. Currently she is an assessment developer at Western Governors University and a full-time adjunct at Nazarene Bible College. Dr. Lea has been professionally published over 15 times and has served on over a dozen panels and boards, including serving on the NCATE (CAEP) Board of Examiners.

Contacting the Instructor

You may contact the instructor by emailing karen_lea@virtualeduc.com or by calling 509-891-7219 Monday through Friday. Calls made during office hours will be answered within 24 hours. Phone conferences will be limited to ten minutes per student, per day, given that this is a self-paced instructional program. Please do not contact the instructor about technical problems, course glitches, or other issues that involve the operation of the course.

Technical Questions

If you have questions or problems related to the operation of this course, please try everything twice. If the problem persists please check our support pages for FAQs and known issues at www.virtualeduc.com and also the Help section of your course.

If you need personal assistance then email support@virtualeduc.com or call 509-891-7219. When contacting technical support, please know your course version number (it is located at the bottom left side of the Welcome Screen) and your operating system, and be seated in front of the computer at the time of your call.

Minimum Computer Requirements

Please refer to VESi's website: www.virtualeduc.com or contact VESi if you have further questions about the compatibility of your operating system.

Refer to the addendum regarding Grading Criteria, Course Completion Information, Items to be Submitted and how to submit your completed information. The addendum will also note any additional course assignments that you may be required to complete that are not listed in this syllabus.

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3/26/25 JN