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**Ethics Education
in Educational Administration Preparation Programs:
International Perspectives**

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Introduction

In this paper we present our preliminary findings from two on-line surveys of graduate-level ethics education in educational leadership programs. The first survey, Ethics Education Survey, was intended for directors, heads, and chairs of educational administration and leadership programs in a number of countries. The second, Graduate Ethics Education Survey, invited instructors of courses providing ethics education to participate. Despite the disappointingly low response to the two surveys, we believe the data are valuable as a stimulus to dialogue on ethics education in graduate programs of educational administration and leadership. After a brief orientation to historic and contemporary perspectives on ethics education, we outline our methodology and present the responses to each survey, in turn. Finally, we provide a short discussion of our preliminary findings and introduce our next steps in this project.

Perspectives on Ethics in Preparation Programs

The idea that leaders of educational institutions should be ethical is not new. Historically we have assumed that leaders of educational institutions represented the highest moral standards of our society (Beck & Murphy, 1997). Moreover, the notion that ethics should be incorporated into the curriculum for preparing leaders in education dates to the earliest programs in educational administration (Elias, 1989). However, recent scandals occurring in some of society's leading institutions have raised awareness for the importance of professional ethics; and increasingly graduate education programs worldwide are responding with more explicit instruction in ethical standards. For example, in the USA state standards for programs that prepare educational administrators typically include provisions for education in ethics.

Historical perspectives on ethics in educational administration programs.

Administrators in public education during the 19th Century were responsible for establishing and

nurturing the moral climate of the school community (Tyack & Hansot, 1982). At the heart of administrator preparation programs was the expectation that leaders would embrace the values and ideals of their culture, and formal efforts to prepare administrators for their roles of moral leadership were influenced by two scholar-practitioners of the day, William Howard Payne and William Torrey Harris (Culbertson, 1988.) Payne and Harris developed a set of “ethical maxims” that were intended to guide administrators. In addition, these maxims were grounded in religious beliefs clearly Judeo-Christian in origin.

Early in the 20th Century the social sciences began to replace religion as the foundation for educational thought, and decision-making skills needed by school administrators began to be defined by efficiency, rather than morality (Campbell, Fleming, Newell, & Bennion, 1987). Preparation programs began to emphasize the management of economical, productive, and efficient institutions. In the 1930’s a convergence of social forces and political issues became the impetus for another shift in the philosophy of administrator preparation programs, giving rise to a “human relations” movement (Campbell et. al., p. 51). As a consequence, the ethics education that was grounded in moral absolutes during the late 19th Century and the cult of efficiency during the early 20th Century, focused on social norms during the 1930’s and 40’s. In the 1950’s and 1960’s another pattern began to evolve as scholars deliberately attempted to define the field of educational administration built upon the idea that theories derived from value-free inquiry could produce a scientifically supported professional knowledge base (Crowson & McPherson, 1987). This conscious attempt to distance the professional education of administrators from social philosophy was viewed as a way to elevate the status of educational administration to that of the other historic professions, such as medicine and law.

During the 1970's and 1980's several studies on the curriculum of programs in educational administration were conducted, and conclusions uniformly revealed that ethics education was given little, if any attention by this time (Silver & Spuck, 1978; Farquhar, 1981; Norton & Levan, 1987).

Contemporary perspectives on ethics in educational administration programs. Beck and Murphy (1997) observed a revival of interest in ethics education among programs for preparing educational administrators. Although, they reported that only 60% of the institutions responding (N=42) characterized their programs as giving "somewhat" or "a great deal" of attention to ethics. The other 40% of the participants indicated that the attention they gave to ethics education was "very little" or none. Beck and Murphy further reported several themes on ethics education that emerged from their analysis. First, professors of educational administration viewed ethics as an aid to problem solving. Second, ethics was a distinct part of the knowledge base of educational administration. And third, professors of educational administration viewed leadership as a fundamentally ethical endeavor.

Recognition of the moral dimension of leadership (Willower, 1988; Shapiro & Smith-Rosenberg, 1989; Hodgkinson, 1991; Slater, 1991; and Sergiovanni, 1992) continues to give impetus to ethics education in the preparation of school administrators. Consequently, we felt another update on prevailing methods for implementing ethics education in administrator preparation programs was warranted.

Heightened interest in ethics education has resulted in a wide range of approaches. Therefore, the purpose of our larger project is tri-fold. First, we seek to describe the state of ethics education in graduate programs that prepare educational administrators. And thirdly, the investigation seeks to provide professors in educational administration programs with a much

needed map of the ethical theories that are utilized worldwide in the decision of instruction in ethical decision-making. The focus of this paper is on the preliminary investigation of the first of these three purposes.

Our Methods and Data Sources

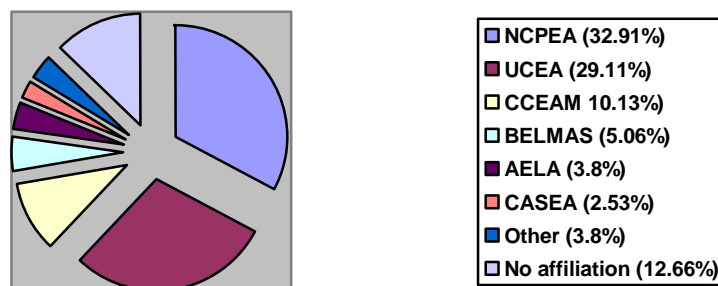
The project investigation utilizes mixed methods that combined two surveys of education administration programs from a number of English-speaking nations with content analysis of course syllabi from those responding. The survey yielded descriptive data on the nature and extent of ethics education, as reported in this paper and the content analysis will yield further information on the theoretical frameworks used in design and delivery of the courses. A mixed method approach was selected because it allows simultaneous analysis of quantitative data on the frequency and type of instructional delivery along with qualitative data on the theoretical frameworks that are represented. Content analysis is particularly well suited to the examination of curriculum materials, including course syllabi.

The sample. A convenience sample was utilized. Six strategies were used to invite participation in these two surveys. (See Appendix A). Electronic mail addresses listed in public directories maintained by professional organizations for colleges and universities and professors of educational leadership were used to identify participants (this was limited to Canada and the United States). Due to the difficult access to electronic mail addresses for directors, heads, and chairs outside of Canada and the United States of America, we conducted web searches, country-by-country. These searches yielded e-addresses for colleagues in eight nations: Australia, New Zealand, England, Scotland, Republic of Ireland, Hong Kong, Israel, and South Africa. Third, we contacted the executive officers of a number of national and international educational organizations (BELMAS, ACEL, NZEAS, and ATEE) to solicit help in obtaining addresses,

contacts, and posting invitations on their web sites or including our invitation on their listserv to members. Fourth, we directly invited members of the Division A (AERA) listserv to consider participation in one of two surveys. Fifth, for the second survey (instructors), we invited heads, directors and chairs to directly nominate or refer persons who would be able participants. We did this through items on the Ethics Education Survey. Finally, the public directories (limited to Canada and the United States) were used to identify professors of educational leadership who might provide ethics education, as indicated by their recognized areas of interest. We estimate that approximately 1000 persons received our invitation to participate (in one form or another). We suspect that some of our participant may have responded to both surveys. We have confirmed participation from the United Kingdom, Israel, Hong Kong, Canada and the United States. Figure 1 depicts the distribution of respondents by their national and international professional affiliations.

Figure 1

Distribution of Respondents' Professional Affiliations



Data gathering procedures. E-mail messages explaining the investigation, with the URLs for two on-line questionnaires, were sent to the participants. Questionnaires were returned

to the investigators via on-line responses. Face validity for the questionnaires were established in a beta test during the spring, 2005.

Data analysis. The data were analyzed using basic descriptive statistics for the survey items. These frequency and percentage statistics were tabulated to determine the extent that ethics education is incorporated into programs for the preparation of school administrators, as well as the prevailing curriculum models and instructional methods that are utilized.

Comment on limitations of methodology. As indicated, our experiment with international on-line surveys was somewhat disappointing (perhaps 10% response rate). While we were pleased to receive the responses we did, the effectiveness of our methodology was limited. We were hoping to broaden the reach of our inquiry beyond Canada and the United States but failed to do so in meaningful ways. Our experience provokes us to wish for a more global data base of professors of educational administration and leadership, including an inventory of graduate programs.

Presentation of Data: Survey of Program Administrators

This segment of our paper reports the responses of 58 participants to the Ethics Education Survey which was provided to Department Chairs or Heads in Educational Administration and Leadership preparation programs. The survey contained three major sections with each section having sub-questions. The first section centered on the provision of curriculum and instruction in administrative ethics. The second section focused on research and writing on administrative-leadership ethics. The third section centered on personnel-related questions.

Ethics learning opportunities. The extent to which the reporting departments offered learning opportunities concerned with ethics is expressed in Table 1, with 3.5% of the participants specifying that their departments did not offer learning opportunities relating to

ethics at all. About 12% indicated that their departments offered very little, while 37.9% of the participants maintained that they somewhat offered these opportunities. The highest percentage of the participants, 46.6%, responded that their departments offer a great deal of learning opportunities concerned with ethics.

Table 1

Extent of Learning Opportunities Concerned with Ethics

Not at all	2	3.5%
Very little	7	12.1%
Somewhat	22	37.9%
A great deal	27	46.6%
Total Respondents	58	

Satisfaction level for ethics education. Table 2 shows the extent to which participants were satisfied with the degree to which their departments offer learning opportunities in ethics. About 22.4% were very satisfied, 41.4% were satisfied, 20.7% were neutral, 12% were dissatisfied, and 3.5% were very dissatisfied.

Some of those who do not offer ethics as a course in their departments responded that the subject has been interwoven into the curriculum of some other courses such as educational leadership, organization of public schools, finance, and school law. As a respondent said, “In the past year, we have infused issues of character and ethics more purposefully throughout our preparation program.” Some participants also identified lack of expertise, and financial limitations which hindered the offering of ethics as a separate subject in their department.

Table 2

Participants’ Satisfaction with Ethics Learning Opportunities

Very Satisfied	13	22.4%
Satisfied	24	41.4%
Neutral	12	20.7%
Dissatisfied	7	12.1%
Very Dissatisfied	2	3.5%
Total Respondents	58	

Availability of ethics education by programs. Table 3 shows the availability of specific courses or modules on the subject of administrative or leadership ethics in participants' programs. About 17% of the participants reported that there were no specific courses or modules on administrative/leadership ethics in their certificate program, 32.1% responded "not applicable," while 50.9% responded there were specific courses or modules in their certificate programs. Excluding the population of those who responded that the question was not applicable to them (those who have no certificate programs in their departments), the percentage of those who said there were specific courses or modules on the subject of administrative or leadership ethics in their certificate programs was 75%, while about 25% said there were no specific courses or modules on the subject of administrative or leadership ethics in the certificate programs.

In the case of post-graduate diploma programs, about 19.6% of the participants answered that there were no specific courses or modules on the subject of administrative or leadership ethics in their programs. On the other hand, 56.5% responded that they have no post-graduate programs, while the remaining 23.9% responded that there were specific courses or modules on the subject of administrative or leadership ethics in their post-graduate diploma programs. Excluding the participants who have no post-graduate diploma programs, the percentage of who indicated that there were specific courses or modules on the subject of administrative or leadership ethics in their post-graduate diploma programs was 55%.

The participants maintained (about 77%) that there were specific courses or modules on the subject of administrative or leadership ethics in their masters' programs; 17.9% held the opposite view, while the remaining 5.4% marked "not applicable." Excluding the non-applicable participants, the percentage of those who responded that there were specific courses or modules on the subject of administrative or leadership ethics in their master's programs came to 81.1%.

In the Doctor of Education (Ed. D.) programs, 14.6% responded that there were no specific courses or modules on the subject of administrative or leadership ethics in their program, 33.3% responded "non-applicable," while the remaining 52.1% responded that there were specific courses or modules on the subject of administrative or leadership ethics in their Ed. D. programs. Excluding the "Non-applicable" participants, the percentage of those who have specific courses or modules on the subject of administrative or leadership ethics in their Ed. D. programs to those who do not have was 78.1% to 21.9%.

Table 3 also shows that 18.4% of the participants reported that there were no specific courses or modules on the subject of administrative or leadership ethics in their Ph.D. programs. About 53% responded "Non-applicable," while the remaining 28.6% responded that there were specific courses or modules on the subject of administrative or leadership ethics in their Ph.D. programs. Excluding the participants who reported that the question was not applicable to them, the percentage of those who claimed that their departments have specific courses or modules on the subject of administrative or leadership ethics in their Ph.D. programs to those who claimed opposite was 60.9% to 39.1%.

Table 3

Availability of Specific Courses or Modules on Ethics

	Certificate		Post Graduate Diploma		Masters		Ed.D		Ph.D.	
	N	%	N	%	N	%	N	%	N	%
No	9	17.0%	9	19.6%	10	17.9%	7	14.6%	9	18.4%
Non-applicable	17	32.1%	26	56.5%	3	5.4%	16	33.3%	26	53.1%
Yes	27	50.9%	11	23.9%	43	76.8%	25	52.1%	14	28.6%
Total Respondents	53		46		56		48		49	

Manner of inclusion of ethics in curriculum. Table 4 shows how participants described the inclusion of administrative or leadership ethics in their programs. There were repetitions in the responses, as participants ticked more than one response. About 3.0% reported “distinctive or specific half course.” An ever smaller percentage (2.5%) reported “distinctive half course,” while 1.0% reported “distinctive or specific full course.” About 3.5% of the responses indicated that ethics was offered as a distinctive or specific but elective course, while 7.4% of the responses illustrated that ethics is offered as a distinctive or specific but mandatory course. The remaining 71.8% of the responses claimed that ethics is integrated into other courses. The percentages of the responses in terms of course integration are as follows: policy courses (11.39%), law courses (14.9%), leadership courses (18.8%), politics courses (5.5%), organizational behavior courses (10.9%), and educational philosophy courses (7.9%).

The responses suggest that ethics was more integrated into leadership courses than other courses, followed by law, policy, and organizational behavior courses.

Table 4

Method of Including Ethics in Educational Administration Programs

Not Applicable	4	2.0%
Distinctive or specific learning module	6	3.0%
Distinctive or specific HALF course	5	2.5%
Distinctive or specific FULL course	20	9.9%
Distinctive or specific but ELECTIVE course	7	3.5%
Distinctive or specific but MANDATORY course	15	7.4%
Integrated into policy courses	23	11.4%
Integrated into law courses	30	14.9%
Integrated into leadership courses	38	18.8%
Integrated into politics courses	11	5.5%
Integrated into organizational behavior courses	22	10.9%
Integrated into educational philosophy courses	16	7.9%
Other	5	2.5%
Total Responses (more than one permitted)	202	

Estimates of number of students (by program) enrolled in courses providing ethics education. Table 5 shows the percentage of graduate students from the last twelve months who had been enrolled in courses containing specific teaching and learning on the subject of ethics. From Table 5, it may be observed that the highest percentage of the participants reported that 100% of their certificate graduate students have been enrolled in courses containing specific teaching and learning on the subject of ethics. Excluding the “non-applicable” responses in certificate programs, 73.1% of the responses confirmed that about 75% and more of their certificate graduate students has been enrolled in courses containing specific teaching and learning on the subject of ethics.

The responses on post-graduate diploma graduates shows about 50% or less of the students who had been enrolled in courses containing specific teaching and learning on the subject of ethics. Excluding the “Non-applicable” responses which form about 73.8% of the responses, 54.5% of the responses indicate that 50% or less of the students have been enrolled in courses containing specific teaching and learning on the subject of ethics, while the remaining 45.5% shows that about 75% and above have been enrolled. Excluding the “Non applicable”

responses, about 75% and more of the graduate students, at the master level, have been enrolled in such courses.

The responses on Doctor of Education programs indicate that about 75% and more of the Ed.D. graduate students have been enrolled in courses containing specific teaching and learning on the subject of ethics.

The responses on Ph.D. graduates show that for two-thirds of the participants, such courses were non-applicable, about 10% suggested 25% or fewer Ph.D. students were taught ethics and about 16% said 100% of students had been enrolled in such courses.

Participants were asked to indicate the title of the specific course(s) or modules they offer in ethics, participants gave different course titles which include “Values and Ethics for School Leaders,” “An Exploration of Ethics as Relates to the Modern School Administrator,” “Law and Ethics,” “Ethics in Educational Leadership,” “Legal and Ethical Issues in Educational Administration” “Ethical leadership Politics of Education” “Philosophy and Ethics of Education” and “Ethics, law, and Finance.” Most of the course titles given by the participants showed that Ethics as a subject is often integrated with other courses such as law, policy, politics, philosophy, and finance.

Table 5

Percentage of Enrollment in Courses Containing Specific Instruction on Ethics

	Certificate		Post graduate Diploma		Masters		Ed.D		Ph.D.	
	N	%	N	%	N	%	N	%	N	%
Non Applicable	21	44.7%	31	73.8%	6	10.9%	20	41.7%	29	64.4%
25% or less	3	6.4%	3	7.1%	10	18.2%	5	10.4%	5	11.1%
About 50%	4	8.5%	3	7.1%	2	3.6%	4	8.3%	3	6.7%
About 75%	4	8.5%	2	4.8%	16	29.1%	5	10.4%	1	2.2%
About 100%	15	31.9%	3	7.1%	21	38.2%	14	29.2%	7	15.6%
Total Respondents	47		42		55		48		45	

Reasons for excluding ethics education. Table 6 shows the reasons given by participants for excluding administrative or leadership ethics as a specific subject offered in graduate programs. None of the participants indicated that the “subject is inappropriate.” About 15.7% of the participants indicated that the course has already been integrated with other courses, and 12.1% of the responses showed that the curriculum was too full.

Table 6

Reasons for Excluding Ethics as a Subject in Education Administration Programs

Subject is inappropriate	0	0
Ethics can not be taught	2	2.4%
Curriculum is too full	10	12.1%
Lack of professional interest	5	6.0%
Insufficient student interest	4	4.8%
Lack of qualified professor in the subject	6	7.2%
Inadequate teaching and learning material	1	1.2%
Insufficient demand from the field	4	4.8%
Financial limitations	2	2.4%
Already integrated with courses	13	15.7%
Provided as an elective by another department on campus	1	1.2%
Other	1	1.2%
Not applicable	34	41.0%
Total Responses (more than one permitted)	83	

Connections with other university departments. As indicated in Table 7, 79.3% of the participants indicated that their students were not encouraged to take ethics courses from other university departments.

Table 7

Graduate Advisors Who Encourage Students to Enroll in Ethics Course(s) from Other University Departments

Yes	12	20.7%
No	46	79.3%
Total Respondents	58	

Requirement of ethics education by an external authority. Table 8 shows the responses on whether participants' departments are required by an authority (i.e., state and/or professional group) to offer ethics course(s) or module(s). As this table indicates, 34.5% of the participants stated that they were not required by an authority to offer ethics courses or modules, while 65.5% responded that they were not required by an authority to offer ethics courses or modules. Most of the participants indicated that their departments were required to offer ethics course(s) or module(s) by the Department of Education and National Council of Accreditation of Teachers' Education.

Table 8

Departments are Required to Offer Ethics Course(s) or Module(s)

Yes	20	34.5%
No	38	65.5%
Total Respondents	58	

Level of importance ascribed to providing ethics education for students. Table 9 shows the extent to which administrative or leadership ethics was considered as an important subject for students. About 3.5% of the participants indicated that ethics is not a very important subject for

the students, while approximately 62% signified that ethics is a very important subject for the students. About 91.4% of the participants rated ethics in the two top-most scales of importance.

Table 9

Extent that Ethics is Considered an Important Subject for Students

(Not very important) 1	2	3.5%
2	0	0.0%
3	3	5.2%
4	17	29.3%
(Very Important) 5	36	62.1%
Total Respondents	58	

Graduate student scholarship in ethics. In Table 10 we see that 53.5% of the participants claimed that they knew of students who had undertaken major papers, projects, theses, or dissertations related to ethics in the last three years.

Table 10

Participants Who Knew Students Who Had Undertaken Major Papers, Theses, or Dissertations Related to Ethics in the Last Three Years

Yes	31	53.5%
No	27	46.5%
Total	58	

Faculty scholarship in ethics. As indicated in Table 11, 74.1% of the participants claimed that they or their faculty colleagues have been directly engaged in scholarly activity related to ethics and educational leadership in the last three years.

Table 11

Participants or Colleagues Who Had Engaged in Scholarly Activity Related to Ethics and Educational Leadership in the Last Three Years

Yes	43	74.1%
No	15	25.9%
Total Respondents	58	

Nature of faculty scholarship in ethics. From Table 12 it is observed that 25.6% of participants indicated that their engagements were in articles, 34.4% in conference papers, 13.33% in books, 22.2% in form of workshops, and 4.4% were categorized as “other.” Those who categorized their engagement as “others” identified their participation in Human Research Ethics Committee, organization of study-day on ethics, and doing book reviews or dissertation studies in the area.

Table 12

Type of Scholarly Activity Related to Ethics and Educational Leadership that Participants and/or Colleagues Had Directly Engaged in the Past Three Years

Article(s)	23	25.6%
Conference papers	31	34.4%
Books	12	13.3%
Workshops	20	22.2%
Other	4	4.4%
Total Responses	90	

Relative importance of qualifications needed to teach ethics. Table 13 shows the relative importance of qualifications for teaching ethics, according to Heads or Chairs of in a typical educational administration and leadership programs. Table 13 displays that about 24.1% of the participants rated formal study of ethics as very important, while 20.7% of the participants placed it on the two least important levels. Table 13 also depicts that a greater percentage of the participants (53.5%) indicated that professional administrative experience was a very important

qualification, whereas only 10.4% placed professional experience in the bottom two categories of importance. About 29.3% of the participants indicated that professional development for teachers of ethics education was very important, while 12.1% reported that it was not very important. In summary, participants reported valuing professional experience slightly more than professional development, and substantially more than formal study.

Table 13

The Importance of Qualifications for Teaching Ethics in Educational Administration and Leadership Programs

	Formal study of Ethics		Professional Administrative Experience		Professional development in Ethics Education	
	N	%	N	%	N	%
1 (Not Very Important)	2	3.5%	2	3.5%	3	5.2%
2	10	17.2%	4	6.9%	4	6.9%
3	19	32.8%	5	8.6%	14	24.1%
4	13	22.4%	16	27.6%	20	34.5%
5 (Very Important)	14	24.1%	31	53.5%	17	29.3%
Total Respondents	58		58		58	

Connections with other faculty. Table 14 shows that 36.2% of the participants claimed that they or their faculty colleagues work with faculty from other disciplines to provide students with learning or research opportunities in the area of administrative or leadership ethics. The type of work in which participants and their colleagues have engaged with faculty from other disciplines were on dissertation advisory committees and projects relating to health and criminal issues. Participants also pointed out their interdisciplinary engagements with faculties from other departments such as religion, business, psychology, counseling, and law.

Table 14

Responses to Whether Participants' Faculties Work with Faculty from Other Disciplines to Provide Students with Learning or Research Opportunities in the Area of Administrative or Leadership Ethics

Yes	21	36.2%
No	37	63.8%
Total Respondents	58	

Summary of Preliminary Findings from Survey of Program Administrators

Less than a decade ago Beck and Murphy (1997) reported that slightly over half the programs for preparing educational administrators gave “somewhat” or “a great deal” of attention to the study of ethics. In these preliminary findings from our survey of program administrators that we conducted during the fall and winter, 2005-2006, we have learned that the ethical dimension of leadership is considered much more important than a decade ago. With 58 participants responding, our survey indicated that 87% now give ethics “somewhat” or “a great deal” of attention. Moreover, 91% of the program administrators in our survey reported that they consider formal study of ethics important. However, most programs (69.4%) preferred to integrate the study of ethics into existing courses rather than offering a separate and distinctive course in ethics (7.4%). Another notable observation regarding the prominence that ethics is gaining centers on scholarship. Program administrators reported that over half of their students (53.5%) had investigated topics in ethics in major research papers, theses, or dissertations. In addition, a very notable 74.1% of the participants reported that they had engaged in some form of scholarship involving the study of ethics (e.g., articles, conference papers, workshops, etc.).

In those instances where ethics was not included in administrator preparation programs, reasons varied widely. Although, the leading reasons given were that the existing curriculum

was too full (12.1%) with mandated content or that appropriate expertise in ethics was not available among faculties (7.2%). Upon looking further into the extent of faculty expertise, we learned that most program administrators consider professional experience the most important qualification for teaching ethics (81.1% considered experience important or very important), followed by formal study in ethics (66.5% considered experience important or very important).

In summary, the study of ethics in administrator preparation programs is gaining more prominence in comparison to a decade ago. More programs include instruction specific to the study of ethics in educational administration, and more students and faculty are engaged in scholarship that focuses on ethics. In the next section we report findings from our survey of faculty who teach courses that contain the formal study of ethics, and in particular we direct our attention to the design and delivery of instruction in ethics.

Presentation of Data: Survey of Faculty

This section reports the findings that stemmed from the Ethics Education Survey was provided to graduate instructors involved with ethics education. There were 61 participants to this survey. Because of the anonymity of survey and the natural potential for dual roles (i.e., department head or director as well as being an instructor of an ethics education course – there may have been individuals who completed both surveys. This second survey contained four major parts, with each section having sub-questions. The first section centered on the provision of curriculum and instruction in administrative ethics. The second section focused on personnel-oriented question, while the third section asked participants to consider teaching and learning methods. Section four focused on research on administrative/leadership ethics.

Ethics learning opportunities. Table 15 shows the extent to which responding graduate instructors believed their departments or units offered learning opportunities concerned with

ethics. From Table 15, it is observed that 18.3% of the participants indicated that “very little” was the extent to which their departments or units offered learning opportunities concerned with ethics, 50% responded “somewhat,” while the remaining 31.7% reported that their departments offered a “great deal.” None of the participants indicated that their departments do not offer learning opportunities concerned with ethics.

Table 15

Extent that Departments Offer Learning Opportunities Concerned with Ethics.

	N	%
Not at all	0	0
Very little	11	18.3%
Somewhat	30	50.0%
A great deal	19	31.7%
Total Respondents	60	

Satisfaction level for ethics education. Table 16 expresses the extent to which graduate instructors are satisfied with their departments’ offerings of learning opportunities concerned with ethics. It is observed that 10% of the participants were “very satisfied,” 43.3% responded “satisfied,” while 16.7% reported “neutral.” On the other hand, 16.7% indicated that they were dissatisfied with their departments’ offerings of learning opportunities concerned with ethics, and the remaining 13.3% were “very dissatisfied.” In summary, a total of 53.3% of the participants were “very satisfied” or “satisfied” with their departments’ offerings.

Table 16

Extent that Participants are Satisfied with Ethics Learning Opportunities

	N	%
Very Satisfied	6	10.0%
Satisfied	26	43.3%
Neutral	10	16.7%

Dissatisfied	10	16.7%
Very dissatisfied	8	13.3%
Total Respondents	60	

Availability of ethics education by programs. Table 17 shows the availability of specific courses or modules on the subject of administrative or leadership ethics in the preparation programs of participants. We observed that 51.0% of the participants indicated that there were specific courses or modules on the subject of administrative or leadership ethics in their certificate preparation programs. Excluding the non-applicable responses, 60.5% of the participants reported that there were specific courses or modules on the subject of administrative or leadership ethics in their certificate preparation programs.

With respect to diploma programs, 24.4% reported that there were specific courses or modules on the subject of administrative or leadership ethics in their diploma preparation programs. Excluding the non-applicable responses, 52.4% of the participants reported that their departments offered specific courses or modules on the subject of administrative or leadership ethics in the diploma preparation programs.

The responses on the master's programs show that 65.5% had specific courses or modules on the subject of administrative or leadership ethics.

Also from Table 17, 65.4% of the participants reported that there were specific courses or modules on the subject of administrative or leadership ethics in their Ed.D. preparation programs. Excluding the non-applicable responses, the percentage of those who indicated that there were specific courses or modules on the subject of administrative or leadership ethics in their Ed.D programs was 77.3%. The responses on Ph.D. programs show that 37.0% indicated

that there were specific courses or modules on the subject of administrative or leadership ethics in their Ph.D. preparation programs.

Some of the participants indicated that they do offer specific ethics courses or modules in their departments, while others pointed out that ethics is integrated into some other courses. “We do not offer courses with specific title of ‘ethics’ but include ethics content in a range of educational administration and leadership courses.” It was also pointed out that teaching ethics in its embedded courses, to an extent, depends on the professor. “Each professor covers ethics at his/her discretion. We do not have any specific requirements. I cover it a lot in my policy and law courses and to a lesser degree in my other classes.” Another respondent wrote, “The issue of ethic is implicit in many courses (e.g., moral leadership, critical theory), and in courses that deal with social gap. Yet it is not handled directly, as there is no specific course in that respect.”

Table 17

Availability of Courses or Modules on Ethics in Administrator Preparation

Programs

	Certificate		Diploma		Masters		Ed.D.		Ph.D.	
Non Applicable	8	15.7%	24	53.3%	1	1.7%	8	15.4%	16	34.8%
Yes	26	51.0%	11	24.4%	38	65.5%	34	65.4%	17	37.0%
No	17	33.3%	10	22.2%	19	32.8%	10	19.2%	13	28.3%
Total Respondents	51		45		58		52		46	

Importance of types of qualifications for teaching ethics. Table 18 shows how participants rated the importance of qualifications for teaching ethics in a typical educational administration and leadership programs. It is observed that 53.3% of the participants rated formal

study of ethics on the two top-most levels of importance (4 and 5 levels), while about 18.3% rated formal study of ethics on the two least levels of importance.

On professional administrative experience as a qualification for the teaching of ethics in a typical educational administration and leadership programs, about 45% of the participants reported that it was very important, while about 75% of the participants rated it on the two top-most levels of importance (4 and 5 scales).

We noted that 61.7% of the participants placed professional development in ethics education on the two top-most scales as a qualification for the for teaching ethics in a typical educational administration and leadership programs.

We see that 53.3% of the participants rated formal study of ethics in the two top-most levels as a qualification for the teaching of ethics, 75% for professional administrative experience, while professional development in ethics education was 61.6%. On the other hand, 18.3% rated formal study of ethics on two least scales (1 and 2 scales). 16.7% placed professional development in ethics education on the same levels, while only 10% rated professional administrative experience on the two least levels of importance.

Table 18

Importance of Qualifications for Teaching Ethics in a Typical Educational Administration and Leadership Programs

	Formal study of ethics		Professional administrative experience		Professional development in ethics education	
.(Not Very Important) 1	4	6.7%	1	1.7%	4	10.0%
2	7	11.7%	5	8.3%	4	6.7%
3	17	28.3%	9	15.0%	12	21.7%
4	23	38.3%	18	30.0%	20	33.3%
(Very Important) 5	9	15.0%	27	45.0%	17	28.3%
Total Respondents	60		60		57	

Involvement in ethics education by years of involvement. Table 19 shows time periods that participants had been involved in teaching courses in the area of ethics education. We observe that the greatest percentage of participants, 37.9%, indicated that they had been involved with teaching courses in the area of ethics for less than five years, 36.2% reported that they have been involved for between 5-10 years, 10.3% for between 11-15 years, and 8.6% reported that their involvement had been for between 16-20 years.

In a follow up question, we asked the participants about their major specialty in teaching, writing, and research besides ethics, most participants indicated that ethics was not their major specialty. Among the areas indicated by participants were leadership, law, policy, curriculum administration, administration, catholic education, planning, finance, organizational theory, principalship, research, social justice, organizational culture, politics of education, and superintendency to name a few.

Enjoyment of ethics education. We also asked participants about what they enjoyed most about teaching ethics to people in educational leadership programs. As expected, participants offered different remarks. One participant wrote, “Teaching ethics from a theoretical perspective, and from that, having students determine the connections between their personal and

professional ethics.” Another stated, “I enjoy exploring where ethical ideas originate. How an individual ethics impact how they treat and relate to those around them.”

Also in response to the question of what participants enjoy most about teaching ethics to people in educational leadership programs, one noted, “The opportunity to make a major contribution to their (students) development as individuals, professionals, and citizens – introducing students to a whole new paradigm orientation that can significantly extend the utility of their existing meta-organizers.” Another wrote, “Challenging our thinking! Uncovering the real ethical issues that get buried in the economic and efficiency issues.” Additional comments included, “providing diverse perspectives,” “reflection on present and past practices,” and “the interest expressed by students in the topic.”

Table 19

How Long Participants Have Been Involved with Teaching Courses in Ethics

	N	%
Less than 5 years	22	37.9%
5-10 years	21	36.2%
11-15 years	6	10.3%
16-20 years	5	8.6%
More than 20 years	4	6.9%
Total Respondents	58	

Approaches used to facilitate ethics education. Table 20 shows participants opinion on the most commonly used approaches to facilitate administrative or leadership ethics courses/modules. The greatest percentage of the responses, 70.5%, indicated that participants adopted the mixture of case study and principle-based approaches. While 13.1% marked case studies, 8.2% reported ‘consideration and application of principles to situations,’ and 3.3%

indicated that they adopt another approach. Other approaches used to facilitate ethics courses/modules included discussion of major critical theories and personal narrative.

In a follow up question, participants provided a variety of approaches which included case studies, use of reflective activities, role playing, discussion of real-life situations, discussion of major theories, and use of guest speakers that can talk about real ethical issues.

Table 20

Approaches to Facilitate Administrative or Leadership Ethics Courses/Modules

	N	%
Case studies	8	13.1%
Consideration and application of principles to situations	5	8.2%
Mixture of case study and principle-based approaches	43	70.5%
Another approach	2	3.3%
Non applicable	3	4.9%
Total Respondents	61	

Methods of instruction in ethics education. Table 21 shows the methods of teaching leadership ethics that had generally been used in participants' course(s). About 16.5% of the responses indicated the use of lectures which had been followed by or interspersed with discussion. We observe that 19.8% reported seminar or discussion groups, 17.30% reported directed reading, and 14.8% have adopted the use of group projects. It is interesting to note that 14.4% of the participants reported students presentation, 9.7% use research papers. Seminar or discussion groups seem to be the most commonly adopted method, followed by directed reading.

Research papers seem to be the least adopted method of teaching and learning in area of leadership ethics. Participants also identified other methods of teaching and learning such as aesthetic representation, case studies, ethics audit, games and simulations, ethical platforms,

journals, personal thinking, site interview with administrators, personal reflection, and personal critical thinking.

In response to our question asking for an indication of themes and contents that have resonated well with students in their learning about ethics, participants offered many themes, such as: professionalism, dying places, ethical dilemma, equity and opportunity, diversity and ethical relationship. Also noted were “Doing what the public wants or doing what’s right,” foundationalism vs. relativism, human resources issues, use of paradigm, fairness and honesty in teachers’ evaluation, justice, issues of ethics in finance, servant leadership, politics, and moral compromise.

Participants are most enthusiastic about some renowned authors and most participants pointed out that they had used a variety of source materials. A respondent wrote, “This one is hard. I have variously used just about every one of the main folks out there – Starratt, Fullan, Rebore, Maxcy, Kidder and others. None of these is really adequate for a variety of reason. I find the most useful things are not so much from the ethics of school Admin world.” Nevertheless, names such as Starratt, Shappiro, Stefkovich, Kidder, Perrow, Sergiovanni, Begley, and Beck dominate participants’ lists of major authors. On major writers and/or researchers in the field of applied and professional ethics (as pertains to educational leaders), a respondent noted, “While I’ve read some who write in the field, and there are many who address the subject (more in articles than in books). I prefer to rely on major writers in general as opposed to those in the discipline.” Another respondent wrote, “I have used a range of individuals within and outside the field ... As a result, I have not presented to students individuals as major writers. Rather, I have dealt with them as individuals providing different lenses and/or taking different stances towards ethical analysis and ethical and moral leadership.” Participants however, identified both the

classic and recent writers in the field. Among the major classic writers identified by participants were Immanuel Kant, Aristotle, Plato, Socrates, Jeremy Bentham, Stuart Mill, John Dewey, and David Hume.

Table 21

The Methods of Teaching Ethics Used in Participants' Course(s)

	N	%
Lectures followed by or interspersed with discussion	39	16.5%
Seminar or discussion groups	47	19.8%
Directed reading	41	17.3%
Group projects	35	14.8%
Student presentations	34	14.6%
Research paper	23	9.7%
Other	15	6.3%
Not applicable	3	1.3%
Total Responses (more than one permitted)	237	

Graduate student scholarship in ethics. Table 22 shows that a lesser percentage of the participants, 25.9%, indicated that they had students who have undertaken theses or dissertations related to ethics in the last three years.

Table 22

Responses on Whether Participants have Students Who Have Undertaken Major Research Papers, Theses, or Dissertations Related to Ethics in the Last Three Years

	N	%
Yes	15	25.9%
No	43	74.1%
Total Respondents	58	

Faculty scholarship in ethics education. Table 23 shows that 42.4% of the participants claimed that they have been involved in scholarly activity related to ethics in educational leadership during the last three years. In a follow up question that asks the type scholarly activities that participants have been engaged during the last three years, participants indicated articles, books, research in ethical issues, conference papers, presentations, teaching, and dissertation supervision as their areas of involvement.

Table 23

Responses to Whether Participants Have Engaged in Scholarly Activity Related to Ethics in Educational Leadership in the Last Three Years

	N	%
Yes	25	42.4%
No	34	57.6%
Total Respondents	59	

Summary of Preliminary Findings from Survey of Faculty

In summary, observations by faculty agreed with the program administrators regarding ethics education in educational administration programs with two notable exceptions. Whereas program administrators reported that approximately three fourths of the faculty had engaged in some form of scholarship in ethics, less than half the faculty (42.4%) reported that they were active in research on ethics. Similarly, when program administrators were asked if students had engaged in research on ethics (e.g., major research papers, theses, or dissertations), over half (53.3%) reported that students had. However, when asked the same question, faculty reported that only a quarter (25.9%) of their students had undertaken major research papers, theses, or dissertations. Our observation that program administrators overestimate the extent of ethics scholarship in their programs in comparison to their faculties merits further exploration.

The central purpose of the follow-up survey with faculty who were instructors of courses in ethics, or courses that had ethics modules contained in them, was to explore the design and delivery of ethics education within educational administration programs. Case studies, or some other form involving the application of principles to specific situations, emerged as the overwhelming preference expressed by instructors. Over ninety percent of the faculty responding indicated that they planned their courses in this fashion. However, when reporting their instructional methods (e.g., lectures, directed readings, discussions, student presentations, etc.) the responses were much more varied. The five leading methods – lecture interspersed with discussion, seminar and discussion, directed reading, and student presentations – ranged from 19.8% to 14.6% respectively. Similarly, no consensus emerged regarding preferred textbooks.

In summary, the survey of faculty who teach ethics in educational administration programs confirmed observations by program administrators that interest in ethics continues to

grow. A slight majority (53%) were satisfied with the extent that ethics was being emphasized in their programs, and participants' comments revealed a high level of interest by students. A strong majority of instructors expressed a preference for course designs and that stress applications, such as case studies.

Content Analysis of Syllabi

We conducted content analysis of syllabi that respondents submitted in order to gain further understanding into the scope of ethics courses and instructional methodologies utilized by instructors for ethics education. While nineteen syllabi were submitted by respondents, two of the syllabi were designed for courses in counselor education. Therefore, a total of 17 syllabi in educational leadership were available for analysis. Eight of the syllabi described courses designed solely for ethics, while nine of the syllabi were designed for courses with other emphases. In general, the content analysis confirmed the observations made from both the survey of the department heads/programs administrators and the survey of faculty.

The courses designed solely as ethics courses did not present a consensus for textbooks, as only two authors were identified for the primary texts in more than one course (Ciulla and Strike, Haller, and Soltis). Analysis of topics, however, revealed some degree of consistency in the topics that are covered in the courses. Most of the courses include a strong background in ethical theory, with a variety of ethical theories represented. Six of the eight courses include readings excerpted from Plato, Aristotle, Mill, and Kant. Jesus of Nazareth, Aquinas, Noddings, and Rawls also were found among the required readings in more than one course. In addition to ethical theory, the courses emphasize ethical issues that educational leaders are likely to encounter. Surprisingly, only two of the eight course syllabi indicated that professional ethical codes receive close attention. The prevailing instructional methodologies, in order of frequency,

were discussion of readings, case studies, and individual reports. The case study approach appeared to be oriented toward ethical decision-making, with strong emphasis upon the process of validating ethical claims for decisions.

The majority of the syllabi that were analyzed came from courses that were not designed expressly as ethics courses; but rather, they included a module on ethics. Of the nine syllabi in this category, the primary content of the courses varied widely (e.g., introduction to leadership, human resources, decision-making, and policy studies). Close examination of the primary texts, supplementary readings, and course bibliographies for these courses did not reveal any titles that deal primarily with ethics, suggesting that the study of ethics in these courses is informal. Moreover, the proportion of the course allotted to the study of ethics, in comparison to other modules listed, was less than ten percent. Of these nine courses, three made reference to “issues” and “decision-making;” however, none made specific mention of professional codes. In brief, the courses containing modules on ethics appear to be designed to heighten awareness of ethical issues and the importance of ethical behavior; but they do not provide rigorous instruction in ethical theory or a process for making ethical decisions.

Discussion

A notable limitation of our findings stems from a disappointing response to our international survey. The international sample size was too small to allow for a comparative analysis. However, the total number of respondents was sufficient to draw some comparisons between the status of programs in the mid-1990’s and today. In this relatively short span of time, ethics education has become more prevalent. As noted in our overview of historical perspectives, the moral dimension of leadership is now acknowledged by numerous authors (Willower, 1988; Shapiro & Smith-Rosenberg, 1989; Hodgkinson, 1991; Slater, 1991; and

Sergiovanni, 1992) and the preparation of leaders for school communities encompasses more than managerial skills. Coincidentally, this theoretical shift in the conception of educational administration has been accompanied by widely reported breaches of public trust in business and government. These two influences together – increasing acceptance of leadership as a moral act and frequent examples of moral lapse among high-profile leaders – provide some explanation for greater attention to ethics education in programs that prepare school leaders. Beyond mere confirmation of an increase in attention, however, our investigation sought to add more insight into how extensive was the ethics education that future school leaders are now receiving.

While we observed that more programs include ethics education now than in comparison to the mid-1990's, the curriculum design remains haphazard. Most ethics education is infused into existing courses, thus instruction in ethical theories and models for ethical decision-making remains spotty. Moreover, we were not able to observe any trends for instructional methods or materials other than a strong preference for case studies.

Content analysis of syllabi revealed that the courses designed primarily as ethics courses provide a wide spectrum of ethical theory and decision-making process. However, the study of ethics was much more informal when it was infused into other courses, and it did not appear to be informed by readings in ethics or professional codes of ethics. Given that most of the ethics education in administrator preparation programs is infused into courses that deal primarily with other subjects, this contrast – the study of the *discipline of ethics* on the one hand and the *awareness of ethical issues* on the other – merits further study.

Participants in both phases of our survey voiced agreement that professional experience was the most important qualification for teaching ethics in administrator preparation programs, although a substantial proportion considered professional development important. This

observation suggests a desire by those who are teaching ethics, whether as a separate course or as part of another course, to provide more than a cursory treatment of the subject. The fact that so many faculty who are teaching ethics have little or no formal preparation to do so should encourage professional organizations to facilitate resource centers and professional development opportunities.

Since our report is preliminary we are hesitant to elaborate on our findings in the form of conclusions. Rather, we are re-directing future data collection in those areas where our findings indicate a need for further exploration. Specifically, we will continue efforts to collect data for our international sample for comparative purposes. In addition, we will be collecting more course syllabi from instructors who teach courses that claim to include ethics but are not primarily about ethics.

Conclusion

We began this investigation into the status of ethics education in educational administration with two objectives. First, we intended to update Beck and Murphy's study of 1997; and second, we hoped to add an international perspective to our description. The study utilized mixed methods, consisting of a survey conducted in two stages (first with program administrators and second with faculty who teach ethics courses) and content analysis of syllabi of courses that participants in the study volunteered to submit.

While we found that the inclusion of ethics education is more prevalent in comparison to observations reported by Beck and Murphy (1997), in most programs the delivery is integrated into other courses. Case studies and other practical applications were reported as the preferred methods for instruction. Moreover, faculty preparation to teach ethics remains undefined.

Therefore, the observation that most educational administration programs include ethics education must be viewed in the context of widely ranging approaches.

Since ethics education in educational administration programs occurs most often in courses where it is ancillary, the follow-up to this preliminary investigation necessarily must focus on content analysis of the syllabi for these courses as much as courses dedicated primarily to ethics. In addition, the next stage this investigation will focus more sharply on the formal preparation of faculty to teach ethics, as well as their continuing professional development in professional ethics.

Educational leadership is, essentially, a moral act. We hope our continued investigation into the ethical education of future leaders of school communities will assist faculty and other mentors in facilitating this aspect of their professional education.

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Appendix A

Ethics Education Study

Dear Colleague:

You are invited to participate in an investigation being conducted by Dr. Keith Walker, Department of Educational Administration, University of Saskatchewan, and Dr. James Green, Center for Research on Ethics and Values, Azusa Pacific University. We are inviting the participation of leader educators (in educational leadership and administration programmes from a number of countries around the world. This project is intended to compliment the past work of Beck and Murphy (1994, 1997) and similar a survey by Walker (1994). It will take approximately 10-15 minutes to complete.

As part of this study, we are asking you to complete one of two questionnaires:

1. **For Heads or Chairs of Departments of Educational Leadership, Management and/or Administration:** *Survey of the current status of ethics education in educational leadership, management and administration preparation programs*

<http://intercom.virginia.edu/SurveySuite/Surveys/EthicsEducation>

2. **For Educational Leader Educators, at graduate level:** *Survey of the approaches, strategies, curriculum and issues used by leader educators to integrate or directly facilitate ethics education for their graduate students*

<http://intercom.virginia.edu/SurveySuite/Surveys/GraduateEthicsEducationStudy>

If you are willing to participate in this study, please indicate your consent by pasting the URL (below) into your browser (or by double clicking the link), completing the survey and submitting it to us:

Responses to this survey will be analyzed using mixed methods for purposes of describing the current status of ethics education in educational administration preparation programs in English speaking nations.

Your participation in this survey is entirely voluntary, and if you choose not to participate you may ignore this e-mail message.

If you choose to terminate your participation part-way through the survey, please do so by exiting the survey web site. Please note that once the submit button has been engaged, it is not possible to withdraw responses. No personally deleterious affects are expected from your decision to participate, as the researchers have not designed the survey to identify individual respondents. We do plan to report direct quotations and would ask that you keep this in mind when responding (i.e., you may wish to avoid providing identifiable data). The anonymity/confidentiality of respondents and their institutions will be preserved by the researchers.

We will provide participants with an executive summary of our findings through our web site page (currently in construction but address is: <http://www.usask.ca/education/leadership/>) or upon request (please e-mail us or indicate your interest and contact information on the survey and we will put you on our distribution list). Further information on the project is also found on this web site. The findings from this study will also be distributed via publications and presentations. We welcome your further comments or interaction by e-mail.

This research protocol was approved by the University of Saskatchewan's Research Ethics Board (REB) on January 14th, 2005 (renewed January 3, 2006) and the Azusa Pacific University IRB on June 15th, 2005. If you have any questions regarding your rights as a participant these can be addressed to the University of Saskatchewan REB at 1-306-966-2084 (long distance participants may call collect).

Thank you for your anticipated willingness to be involved in this study. Jim and Keith

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