LAW OFFICES OF
MARGARET A. CHIDESTER & ASSOCIATES
17762 COWAN, FIRST FLOOR
IRVINE, CALIFORNIA 92614-6096

MARGARET A. CHIDESTER*
STEVEN R. CHIDESTER
KATELYN R. DESBROW
STEPHANIE L. CRESPIN
DANIELLE M. BOYD
LESLIE J. KIM

TELEPHONE: (949) 474-5040
TELECOPIER: (949) 474-8540
m.chidester@californiaschoollaw.net
*A PROFESSIONAL CORPORATION

August 15, 2019

REF. OUR FILE

VIA ELECTRONIC MAIL

EDUC 522 Students
Challenges in Urban Education: Accountability (OCL)

Re: Welcome to Fall Semester 2019!

Dear Trojans:

I look forward to a productive semester working with you beginning on Wednesday, August 28, 2019 at 4:30 P.M. Attached please find our course syllabus. Kindly read it carefully, as it provides significant information about the assignments, expectations, and resources for the course. Consider it a contract that sets out your rights and obligations for our class.

Please complete and email the Student Information form. Knowing a bit about your current work responsibilities will help tailor the class to your professional needs. Your responses will not be shared. Articles for the class, assignment rubrics, and sample papers will be posted soon. Supplemental materials will appear weekly.

Should you have questions, please don't hesitate to email me at mchidest@usc.edu.

Fight on!
Margaret A. Chidester

Margaret A. Chidester, J.D., Ed. D.

MAC:kn

UNIVERSITY OF SOUTHERN CALIFORNIA
ROSSIER SCHOOL OF EDUCATION
CHALLENGES IN URBAN EDUCATION: ACCOUNTABILITY

EDUC 522

Fall 2019

STUDENT INFORMATION

1. Student Name (& Preferred Nickname):_____

2. Name of Employer: _____

3. Current Position/Title:_____

4. Brief description of current responsibilities: _____

_____

_____

5. Best Contact Phone Number(s): _____

7. Five Year Career Goal:_____

8. What specific subject questions within the area of accountability would you like to see covered in this class (*as time permits*)? _____

_____

_____

9. Comments:_____

_____

USC Rossier School of Education

EDUC 522 OCL Accountability
Course Syllabus
Units: 3

Section 27502
Wednesday, 4:30 – 6:30 P.M.
Fall Term, 15-week format, Online

Instructor: Margaret A. Chidester J.D., Ed.D.
Office Hours: By Appointment
Contact Info:
Office: (949) 474 – 5040
Cell: (714) 931 – 4318
Email: mchidest@usc.edu
Backup Email: m.chidester@californiaschoollaw.net

USC Rossier Mission

The mission of the USC Rossier School of Education is to prepare leaders to achieve educational equity through practice, research and policy. We work to improve learning opportunities and outcomes in urban settings and to address disparities that affect historically marginalized groups. We teach our students to value and respect the cultural context of the communities in which they work and to interrogate the systems of power that shape policies and practices. Through innovative thinking and research, we strive to solve the most intractable educational problems.

EdD in Organizational Change and Leadership Program Purpose

The Doctor of Education in Organizational Change and Leadership is designed for current and emerging leaders who are looking to drive systemic change in their organization. These leaders include individuals who currently hold or are seeking leadership positions within colleges and universities, private firms, nonprofits and government organizations.

PURPOSE

This course focuses on the domain of accountability, a concept critical to leaders of organizations of all types. This core course on accountability traces the evolution of the concept, with an emphasis on emerging accountability issues in education and other organizations that serve large numbers of low-income and racially and ethnically diverse groups. Special attention is given to helping leaders understand, analyze, and cope within the context of increased demands for accountability. We also consider the connections between accountability and the creation of evidence-based cultures. The examples discussed in this course are in the education, business, the health professions, and the nonprofit sector. Most of the course context originated in the private sector over the past 25 years.

Please note that some of the research and work related to accountability are foundational and may not have been published in the last 10 years. While we strive to apply material to current case examples in class, published work assigned for the course will come from varying years.

LEARNING OUTCOMES

By the completion of this course, you will:

Understand the current policy environment for accountability in a variety of settings (education, business, nonprofit or government) and be able to compare that to accountability mechanisms in other settings.

Have had practice identifying the empirical basis for a specific theory or practice by applying research through analysis of an accountability problem in an organizational learning environment.

Have developed skills in reading and understanding research on accountability and how to apply that research to solving challenging problems related to equity through practice, research and policy in a variety of organizational settings.

Be able to demonstrate knowledge an understanding of:

- The measurement issues involved in the development of accountability systems.
- How accountability mechanisms are developed and used in the policy environment.
- The impact that accountability programs have on programs in various settings.

REQUIRED READING

American Psychological Association (APA). (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

Articles (Available on ARES). Handouts (Available on 2SC)

CLASS TIME

Class time and contact hours weekly: Contact time for the course is 3 hours and 10 minutes. Contact time will be met by a combination of online synchronous activities (live class meetings, live required office hours, guided student discussion) and online asynchronous learning (faculty and invited expert video lectures, moderated discussion forums, quizzes). The class meets once a week for 2 hours in a live session.

The course will be taught based on the flipped classroom design and in a workshop mode. This design is based on research that clearly demonstrates learning is enhanced when working actively, as opposed to listening passively (as in a lecture). In order to make as much time as possible for active work in class, you will watch prerecorded lectures and interviews and complete some activities prior to class. You are expected to prepare for class by doing all the reading, watching all the videos, and completing all required tasks before you attend class.

COURSE PARTICIPATION REQUIREMENTS

Class attendance: Each student enrolled in this course is required to attend *all* class meetings, read *all* assignments by the date when they will be discussed in class, and participate in discussions and group exercises.

Reading: To facilitate the learning process, students are expected to read the assignments in advance of each class period and to actively participate in class discussion and activities.

The following rubric provides a guide as to how **course participation** will be assessed. Students are expected to participate with their webcams on during the full class session.

Active Participation	*Moderate Participation*	*Low Participation*
Exhibits evidence of having completed all assignments and activities according to guidelines that were assigned	Attempts to participate and has completed most assignments and activities	Exhibits lack of preparation and noncompletion of required assignments
Initiates discussion and supports points using page-specific references to readings or other materials	Supports points during discussion but uses general references to readings and other materials	Rarely initiates discussion and is not able to reference required readings or other materials
Furthers the discussion and builds on the ideas of others; comments and questions reflect having thought deeply about the material	Furthers the discussion and builds on the ideas of others; general or limited references to course materials	Comments do not further the discussion and do not exhibit careful reflection on the material

Please note: Additionally, one point will be deducted from your participation grade for each class where you do not attend the majority of the live session.

Optimizing Live Session Connectivity and Quality

For the best possible synchronous experience, you should consider these factors when deciding how to connect to class. Your decision affects everyone's ability to participate.

- Everyone's connectivity is affected by the weakest internet connection in the room. If you are participating on a wireless connection, this is a weaker connection than being on a wired connection. Use a wired connection if possible.
- Connect from a home or office rather than a public space. Connecting from a public space hampers overall bandwidth as this often is a weaker connection than a home/office based wired or wifi connections.
- Remind those who might share your internet connection (e.g., family members or housemates) to be mindful in their bandwidth usage. Household members downloading large files and streaming video while you are in class can lead to a detrimental experience as they may be using all the bandwidth. In addition, locate yourself as close as possible to the router.
- International connections are sometimes weaker than connections in the US and these affect connectivity for all. If you are connecting from outside the US, please be especially mindful of the bolded information above and contact 2U technology support to conduct a connection "speed test."
- For international audio, use the international toll-free call in numbers. Only use Skype if other options are exhausted. Participating via Skype can have a negative effect on bandwidth.

COURSE GRADING

Graded assignments are not eligible for revision and regrading. Once an assignment is submitted, it cannot be revised for a higher grade.

The final course grade will be computed from the assignments listed in table below. ***Late assignments will receive a 10% reduction in points per day past the due date.***

Assignment	Total Points for Assignment Category	Weight (Percentage of Final Grade)	Unit Assignment Is Due
Three Papers	75 (25 points for each paper)	75%	Unit 4 Unit 8 Unit 12
Reflective Review	10	10%	Unit 8
Oral Presentation	5	5%	Unit 11
Class Participation	10	10%	Unit 12
Total	100	100%	

The final grade for this course will be awarded using the following point scale:

A 100–95%	B+ 89–86%	C+ 79–76 %	D+ 69–66%	F 59–0%
A– 94–90%	B 85–83%	C 75–73%	D 65–63%	
	B– 82–80%	C– 72–70%	D– 62–60%	

Late Assignments

Late assignments are not accepted, except in the case of serious personal emergencies. If serious circumstances arise that hinder you from meeting the deadline, you must contact the instructor by e-mail and receive approval for a late submission paper before the deadline in order to be given consideration.

You are advised to seek feedback on your papers before you turn them into your instructor. This is a service the Doctoral Support Center will provide for you *if you plan ahead* and give them enough time to respond before the paper is due.

No assignments may be turned in after midnight PDT/PST of the last class meeting. Assignments turned in after the last class will not be graded.

ACADEMIC ACCOMMODATIONS

The University of Southern California is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). As part of the implementation of this law, the University will continue to provide reasonable accommodation for academically qualified candidates with disabilities so that they can participate fully in the University's educational programs and activities. Although USC is not required by law to change the "fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled candidates," the University will provide reasonable academic accommodation. It is the specific responsibility of the University administration and all faculty serving in a teaching capacity to ensure the University's compliance with this policy.

Any candidate requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. The phone number for DSP is (213) 740-0776. The e-mail address is: ability@usc.edu. The website for DSP has additional information regarding accommodations and requests (www.usc.edu/disability).

***Please note: accommodations cannot be retroactively applied to change the grade of an assignment.**

INCOMPLETES

An incomplete (IN) is given only when work is not completed because of documented illness or other documented emergency occurring *after 80% of the course has been completed*. Arrangements for the IN and its removal must be initiated by the student and agreed to by the instructor *prior to the final exam/last day of class*. The University policy on incompletes is as follows (from the USC Catalogue):

> *Conditions for Removing a Grade of Incomplete*: If an incomplete is assigned as the student's grade, the instructor will fill out the Incomplete (IN) Completion form, which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when computing the final grade. A student may remove the IN by completing only the work not finished as a result of illness or emergency. Previously graded work may not be repeated for credit. It is not possible to remove an IN by reregistering for the course, even within the designated time.
>
> *Time limit for removal of an incomplete*: One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time limit, the course is considered "lapsed" and the grade is changed to an IX and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

DISTANCE LEARNING

This course is offered online through a combination of real-time and asynchronous modules. All students will be required to complete assignments online and independently, along with completing related reading assignments. The time needed to complete all assignments fulfills course unit time requirements.

Students will have ongoing access to the instructor and fellow classmates throughout the course. Through the course Wall, e-mails, course calendars, and forums, the instructor will maintain ongoing communication with students. These tools also provide students with a variety of ways to contact the instructor and share their ideas, comments, and questions through private and public means. In addition, students will be made aware of real-time opportunities to engage in discussions with the instructor and their fellow classmates. The course Wall provides a place for the instructor to share new information and new postings. Due dates will automatically appear both on a student's home page and in his or her calendar.

Outside of class, E-mail and telephone appointments will be the primary forms of immediate communication with the instructor. E-mail will be checked on a daily basis during the weekdays and will be responded to within 48 hours. The course calendar provides students with

assignment due dates and notification of scheduled office hours for all faculty members teaching this course. Please allow 24 hours from any email request to the instructor for a response, exclusive of weekends and holidays.

The Forum provides students a place to post questions, comments, or concerns regarding readings and assignments at any time during the course. In addition to weekly class-time sessions, the Forum is the primary location for students to communicate their learning with one another. It will be open at all times for postings and reactions.

Required materials will be prepared and posted prior to the start of the course. The instructor may add additional material periodically.

In the Event of Technical Difficulties

If the course site is not available, students may submit assignments to the instructor via e-mail by the posted due date. Remember to back up your work frequently, post papers on the learning management system (LMS) once completed, load files onto a power drive, and keep a hard copy of papers and projects.

Standards of Appropriate Online Behavior

The protocols defined by the USC Student Conduct Code (http://studentaffairs.usc.edu/scampus/) must be upheld in all online classes. Students are not allowed to post inappropriate material or spam to the class or to use offensive language or online flaming.

Course Discussion Agreement

By participating in this Ed.D. seminar course, you agree to honor the following ground rules for discussion:

- Promote an environment conducive to trust and learning.
- If something does not make sense, please ask. It is likely that others have the same questions.
- Respect differences of culture, protected class, nationality, values, opinions and style.
- Differences of opinion must be objective, not personal. Express yourself in a professional manner.
- Welcome thoughtful disagreement and civil debate as opportunities to learn.
- Seek to understand first before trying to be understood.
- Encourage participation and recognize that everyone has something to contribute. Be courteous.
- Promote clear communication – be specific, give examples, and ask questions.
- Speak for yourself. Let others speak for themselves.

- Add to what has already been said, be conscious of time. *Do not monopolize discussions*.
- ***Support your views with credible authority*** (no table pounding, please).

EMERGENCIES AND COURSE CONTINUITY

In case of emergency and when travel to campus is difficult, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. Although this course uses the 2SC LMS for online support, an emergency site for the course is also available through Blackboard (blackboard.usc.edu).

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" https://policy.usc.edu/scampus-part-b/. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and University Policies on Scientific Misconduct, http://policy.usc.edu/scientific-misconduct.

Support Systems

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. https://engemannshc.usc.edu/counseling/

National Suicide Prevention Lifeline - 1-800-273-8255
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. http://www.suicidepreventionlifeline.org

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. https://engemannshc.usc.edu/rsvp/

Sexual Assault Resource Center
For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website_U***SC Student Health Sexual Assault & Survivor Support:*** *https://studenthealth.usc.edu/sexual-assault/*

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class, visit website_***USC Policy Reporting to Title IX:*** *https://policy.usc.edu/reporting-to-title-ix-student-misconduct/*

Bias Assessment Response and Support
Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. https://studentaffairs.usc.edu/bias-assessment-response-support/

Student Support & Advocacy – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student, for example: personal, financial, and academic. https://studentaffairs.usc.edu/ssa/

Diversity at USC – https://diversity.usc.edu/
Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

COURSE ASSIGNMENTS

Out of Class Assignments

The out-of-class workload for this course is approximately 6 hours and 30 minutes per week. Out-of-class assignments include:

Readings (approximately 3 hours weekly)
Recorded lectures, videos, and quizzes (approximately 1 hour weekly)
Written assignments (approximately 2.5 hours weekly)

Reflective Review

Students will prepare a reflective review, based on *at least two of the assigned readings*, that answers the question: As a leader in your workplace, how would you apply concepts from the readings to your work setting?

A reflective review is intended to stimulate broader thinking and application of the materials to specific professional settings. This reflective review should not exceed three pages in length of text (double-spaced) and will be graded on a 10-point scale. Reviews that earn a "10" will include:

(1) a *description* of the ideas and concepts (4 points),
(2) an *application* of the concepts to your work setting (4 points), and
(3) the proper use of written conventions and doctoral-level *APA writing style* (2 points).

Reflective Review Grading Criteria

An *exemplary* reflective review meets the following criteria:

- The review includes approximately two paragraphs that summarize the main ideas of the week's readings, providing a description of the authors' main ideas, concepts, and arguments or problem being addressed.
- The review includes approximately two paragraphs that apply the concepts from the readings to your work setting.
- The review is well written, easy to follow and follows APA style guidelines.
- The review does not exceed the three-page limit.

Due: Before the Unit 8 Live Session (***By midnight PST October 30, 2019)***

Three Papers on Accountability

Regardless of your current or future position, it is likely that accountability will be an issue you will face. For this three part project, you will apply the concepts and issues of accountability discussed in class and expanded on in the assigned readings to the organization where you work (or, in the case of those not currently working, a place of employment you either worked in previously or where you expect to work in the future).

Students should think about accountability of the organization as a whole as well as accountability the individuals within the organization. *No original data collection or outside research is required*. Please note: interpretation of course readings, asynchronous materials, specific examples of problems, proposed strategies and causation, and thorough editing ***are required***. Students will also make a 7-minute oral presentation on their third and final paper in Units 11 and 12. The three papers, which will be developed over the duration of this course, will be completed in three sequential phases. *Students should carefully select an accountability problem before beginning Paper #1 that they will be able to write about and expand on pursuant to the requirements of Papers #2 and #3*.

On all assignments, follow the APA Style Guide. On page 1, include the title and date of the assignment as listed in the syllabus; your institutional affiliation (i.e., University of Southern California, Rossier School of Education); the title of the course; the name of the professor; your name and the date.

Graded assignments are not eligible for revision and regrading. Once an assignment is submitted, it cannot be revised for a higher grade.

1. Accountability Types: Due Unit 4 (***By midnight PDT September 25, 2019****)*
2. Benchmarking: Due Unit 8 (***By midnight PDT October 30, 2019***).
3. Improving Accountability: Due Unit 12, (**By midnight PST, December 4, 2019**)

The papers will provide an opportunity for you to apply new knowledge about accountability theory and practice to real-world situations. Writing assignments also help develop academic writing skills.

Recommendations:

(1) Edit, edit, and *edit more* before you turn in.
(2) *Write to the call of the question* (not to the paper you wrote in your last class or your best speech on the topic.
(3) Be aware that *timelines are real and binding*.
(4) *Understand, integrate, and cite* class readings.
(5) *Support your assertions/recommendations with conspicuous details*.
(6) *Write to be reader friendly*. Use center and side headings to organize your thoughts. Write in short, succinct sentences. Eliminate unnecessary words.

Page limits are provided below. These assignments are worth 75 points toward your final grade.

Paper 1

Accountability Types

For this assignment, you will consider the *types of accountability* you are encountering (or expect to encounter, or have encountered) within the organization in which you work and *critically analyze some of the challenges or problems* associated with this accountability.

For Paper 1:

Provide an approximately one-page description/overview of the context of the organization. Use a pseudonym and cite for your organization, if appropriate.

Answer the following questions:

a. *To whom* is your organization accountable, and *for what*? Describe *at least two* types of accountability discussed in the readings and in class that are most relevant to your organization's performance. *Be specific and provide examples*. Be sure to *describe all aspects of the definition of accountability that have been discussed in class*: the parties involved in this relationship, the goals and expectations, the performance assessed, and the consequences.
b. *Is your organization succeeding at achieving these accountability goals* and expectations? Why or not why?
c. What are some of the challenges or problems your organization or individuals within the organization face in meeting these accountability goals and expectations? Be specific and provide examples. These can apply to either accountability problems within the organization or external accountability issues.

Length: Six to eight pages, double-spaced, excluding references and cover page.

Due Date: By midnight PDT of the Unit 4 Live Session, **Wednesday, September 25, 2019**.

Evaluation and Feedback: This assignment is worth 25 points toward the final grade. To receive full credit, the paper must demonstrate a *clear understanding of the types of accountability*, and *the accountability problem* that you have proposed needs to be reasonable and described clearly. When possible, ask one of your fellow students to read the paper prior to your submitting the paper to the professor.

Grading Criteria

An exemplary paper will meet the following criteria:

- Timely online LMS submission.
- The paper is six to eight double-spaced pages, excluding references and cover page.
- The paper incorporates, and cites concepts from appropriate and relevant readings from the course, following APA style guidelines.
- The writing in the paper is coherent, with a well-developed argument, including an introduction and conclusion.
- The *paper includes at least two types of accountability* to which the organization is subject and has included all four parts of the definition in the description of these accountability types.
- The *paper critically analyzed some of the challenges or problems the organization faces* in meeting these accountability goals.

Paper 2

Benchmarking a Problem

You have been asked to assemble a team to tackle a performance problem in your organization through a benchmarking analysis. Please respond to the following prompts to describe your benchmarking process. *Note: You are not being asked to actually conduct the research* in these other organizations. Instead, *describe the process you would undertake*.

1. It is strongly recommended that you will select one of the issues identified in Paper #1. If this is not feasible, you may identify a different performance issue in your organization. It could relate to outcomes (e.g., low student test scores, low graduation rates, high dropout rates); low retention or completion rates among staff (e.g., satisfaction, retention and turnover problems, quality of instruction); or the overall organization (e.g., poor climate, inefficient or ineffective structures). Briefly (in less than one page) describe this problem.

2. *Identify at least three peer organizations* that you want to include in this benchmarking analysis and *the criteria you have used to identify* them. Are they similar or aspirational, and why?

3. What are the *specific performance measures or indicators you want to analyze* in your organization compared to the peer organizations? You must identify at least two performance measures that you will use.

4. Before you can understand how and why another organization has particular outcomes, you must thoroughly understand your own practices. *What are some of the policies, procedures, methods, structures, etc., that might be contributing to your performance problem* that you would like to compare to the other organizations? (Recall Clark and Este's gap analysis to identify some potential categories of practice around motivation, knowledge and skills, and organizational context.)

   Identify at least four specific practices that you will like study in your organization and these three other organizations.

   Consider whether knowledge and skills, organizational issues, and political issues influence the problem. *Describe how the two or more proposed performance measures (indicators) will inform your analysis; use real-world examples and include enough details that the reader understands the situation and the various stakeholders.*

Length: Six to eight pages total, double-spaced, excluding references and cover page.

Due Date: By midnight PDT of the Unit 8 Live Session, **Wednesday**, **October 30, 2019**.

Evaluation and Feedback: This assignment is worth 25 points toward the final grade. In grading this assignment, your professor will also be considering the following points: (1) Is the problem well defined? (2) Is there a clear rationale for selecting the benchmarking organizations? (3) Are the proposed performance measures clearly defined and reasonable? (4) Is the paper coherent and clearly written, does it include an introduction and conclusion, and does it use APA style?

Grading Criteria

An exemplary paper will meet the following criteria:

- Timely online LMS submission.
- The paper is six to eight double-spaced pages, excluding references and cover page.
- The paper incorporates, and cites concepts from appropriate and relevant readings from the course, following APA style guidelines.
- The writing in the paper is coherent, with a well-developed argument, including an introduction and conclusion.
- The *paper includes at least two types of accountability* to which the organization is subject and has included all four parts of the definition in the description of these accountability types.
- The *paper critically analyzed some of the challenges or problems the organization faces* in meeting these accountability goals.

Paper 3

Improving Accountability

For this assignment, you will devise *a plan of action* that, *when implemented*, you believe *will lead to improved accountability within the organization or with the outside agencies monitoring the organization's performance*. Be sure to draw from and incorporate the concepts of course readings as you address this problem.

To meet accountability goals and expectations, what is needed? Is it a leadership issue? Are increased resources necessary? Are there ethical issues involved? In other words, *how can the problem be ameliorated while ensuring that no violations are taking place*.

***Describe in detail an action or set of actions* (at least three) needed to improve accountability in the organization.** Cite specific concepts, models, and theories (including class sources and Clark and Estes). Explain how your proposed plan of action reflects what you have learned in class. What were the characteristics of the accountability problem that justified your proposed action plan? *How do the concepts, models, and theories explain the outcomes of the action you would take*? In other words, *use the material from the course* as predictors of what would happen if all goes as theory would suggest.

Due Date: By midnight PST of the Unit 12 Live Session, **Wednesday, December 4, 2019**.

Length: Six to eight pages, double-spaced, excluding references.

Evaluation and Feedback: This assignment is worth 25 points toward the final grade. The main criterion in grading the paper will be how well you have applied and integrated the course readings and class discussion toward developing feasible solutions to a real-world accountability problem. Use of evidence and illustrations to support your statements also will be important. As with all your graduate work in Rossier, you are expected to use APA style when you cite journal articles, personal communications, news stories, and other references.

Grading Criteria

An exemplary paper will meet the following criteria:

- Timely online LMS submission.
- The paper is six to eight double-spaced pages, excluding references.
- The paper incorporates, and cites concepts from appropriate and relevant readings from the course, following APA style guidelines.
- The writing in the paper is coherent, with a well-developed argument, including an introduction and conclusion.
- The *paper includes at least two types of accountability* to which the organization is subject and has included all four parts of the definition in the description of these accountability types.

- The *paper critically analyzed some of the challenges or problems the organization faces* in meeting these accountability goals.

Oral Presentation
For this assignment, you will create a 7-minute, 10 slides PowerPoint presentation based on the final paper. Review the main points of the paper. The instructor will provide additional information about sharing the presentation format.

Due Date: By midnight PST on **Tuesday, November 19, 2019.**

Length: 7-minute PowerPoint presentation (10 slides).

Oral Presentation Grading Criteria

An e*xemplary* oral presentation meets the following criteria:

- A digital copy of the PowerPoint presentation is submitted on time.
- The PowerPoint presentation does not exceed 10 slides.
- The presentation summarizes the final paper and includes:
    - Background or context of accountability problem.
    - Statement of accountability problem.
    - Types/categories of accountability.
    - Who is being held accountable and for what?
    - The reasons why this is an accountability problem.
    - Analysis of the problem.
    - Benchmarks considered.
    - Performance measures/ indicators to be used to assess the accountability problem.
    - Action plan that outlines a *detailed* set of actions to respond to the problem.
    - Credit sources at end and embedded in text.

UNIT SEQUENCE

Week	*Unit Topic / Unit Activities*	*Assignment Due*
Week 1 **AUGUST 28, 2019**	1. Introduction; Definition and History of Accountability	
Week 2 **SEPTEMBER 4, 2019**	2. Types of Accountability	
Week 3 **SEPTEMBER 11, 2019**	**NO LIVE SESSION** Work on Accountability worksheets and apply readings, discussion and other material from Unit 2. Post to Discussion Forum. Review the worksheets of 5 of your classmates and post at least one comment related to another student's worksheet. Be prepared to discuss your responses in Unit 3 class.	Complete the Unit 2 Application worksheets
Week 4 **SEPTEMBER 18, 2019**	3. Using Benchmarks to Drive Performance	
Week 5 **SEPTEMBER 25, 2019**	4. Equity, Diversity, and Accountability	Paper #1 **By Midnight PDT September 25, 2019**
Week 6 **OCTOBER 2, 2019**	5. Learning, Assessment, and Accountability	
Week 7 **OCTOBER 9, 2019**	**NO LIVE SESSION** Instructor will be scheduling brief individual meetings.	Brief, individual meetings with the instructor
Week 8 **OCTOBER 16, 2019**	6. Holding Organizations Accountable	
Week 9 **OCTOBER 23, 2019**	7. Individual and Organizational Accountability	
Week10 **OCTOBER 30, 2019**	8. Accountability and Resource Adequacy	Paper #2 and Reflective Review **By midnight PDT October 30, 2019**
Week 11 **NOVEMBER 6, 2019**	9. Leadership and Accountability	
Week 12 **NOVEMBER 13, 2019**	10. Building Internal Capacity for Improvement and Accountability	

Week	*Unit Topic / Unit Activities*	*Assignment Due*
Week 13 **NOVEMBER 20, 2019**	11. Ethics and Accountability Oral Presentation	Oral Presentation **By midnight PST November 19, 2019**
Week 14 **NOVEMBER 27, 2019**	**NO LIVE SESSION** Complete the Unit 11 Application Watch these two videos: Tim Cook interview https://www.youtube.com/watch?v=3ygNKNaMv4c Brooke Deterline, Tedx Presidio https://www.youtube.com/watch?v=wzicXbnmllc Respond to the following questions on the Discussion Forum: 1) Using Velasquez's "Thinking ethically" -- How might parts of the framework for moral decision making apply to the short videos you viewed? 2) What connections do you see between one of the readings for this week and one (or both) of the videos you watched? 3) Brooke Deterline and Tim Cook offered two very different (though not contrasting) views of leadership and ethical behavior. Cook offered the concept of leaving something better than how you found it; Deterline focused on courage. Based on your own professional experience AND what you have learned in this Accountability course, what dimension would you add? Comment on at least one response posted by another student.	Complete the Unit 11 Application
Week 15 **DECEMBER 4, 2019**	12. Oral Presentations	Paper #3 **By midnight PST December 4, 2019**

Unit 1: Definition and History of Accountability
August 28, 2019

Introduction

This initial class will introduce students to each other, the instructor, and the intellectual content of the course. The first part of the class will be devoted to discussing the syllabus and course projects. The remainder of the class will focus on how accountability has been defined in a variety of contexts.

Unit Learning Goals

When you finish this unit, you will have learned to:

1. Define the concept of accountability and give examples of its use in various contexts, both in education and beyond.
2. Compare and contrast the evolution of accountability in education and other sectors, including the social and political pressures that have influenced trends.
3. Begin to identify major accountability issues and challenges encountered in your professional field.

Readings to Complete Before Class

Conner, T. W., & Rabovsky, T. M. (2011). Accountability, affordability, access: A review of the recent trends in higher education policy research. *Policy Studies Journal*, *39*(s1), 93–112.

Darling-Hammond, L., & Snyder, J. (2015). Meaningful learning in a new paradigm for educational accountability: An introduction. *Education Policy Analysis Archives*, *23*(7).

Dubnick, M. (2014). Accountability as cultural keyword. In M. Bovens, R. E. Goodin, & T. Schillemans (Eds.), *Oxford handbook of public accountability* (pp. 23–28). Oxford: Oxford University Press.

Hentschke, G. C., & Wohlstetter, P. (2004). Cracking the code of accountability. *University of Southern California Urban Education*, Spring/Summer, 17–19.

McKernan, J. F., & McPhail, K. (2012). Accountability and accounterability. *Critical Perspectives on Accounting*, *23*(3), 177–182.

Questions to Answer Before Class as You Complete Your Reading Assignment

- How is the concept of accountability defined in your workplace?
- How has the definition of accountability changed over time in education other sectors, and what factors have led to those changes?
- What are some of the current challenges to accountability?
- How does the definition of accountability introduced in this unit align with and differ from your previous professional experience working with this topic?

- Based on Hentschke and Wohlstetter, how can the contractual agreements between directors and providers in your profession or specific work setting be leveraged to increase desired outcomes and equity?

Unit 2: Types of Accountability
September 4, 2019

Introduction

Organizations are subject to various forms of accountability, often at the same time. Leaders of organizations are faced with both internal and external accountability demands. Moreover, leaders of organizations are currently coping with bureaucratic accountability, professional accountability, and market accountability. Depending on the context in which an organization is located, there may be more of one type of accountability than another.

Unit Learning Goals

When you finish this unit, you will have learned to:

1. Distinguish between various types of accountability (e.g., bureaucratic, professional, community) and how you as a leader can most effectively respond to them.
2. Continue to identify major accountability issues and challenges encountered in your profession or specific work setting.

Readings to Complete Before Class

Burke, J. C. (2004). Achieving accountability in higher education: Balancing public, academic, and market demands. In J. C. Burke (Ed.), *The many faces of accountability* (pp. 1–24). San Francisco: Jossey-Bass.

Firestone, W. A., & Shipps, D. (2005). How do leaders interpret conflicting accountabilities to improve student learning? In W. A. Firestone & C. Riehl (Eds.), *A new agenda for research in educational leadership* (pp. 81–91). New York: Teachers College Press.

Lee, M., Walker, A., & Ling Chui, Y. (2012). Contrasting effects of instructional leadership practices on student learning in a high accountability context. *Journal of Educational Administration*, *50*(5), 586–611.

Romzek, B. S., & Dubnick, M. J. (1987). Accountability in the public sector: Lessons from the Challenger tragedy. *Public Administration Review*, 227-238.

Stecher, B., & Kirby, S. N. (2004). Introduction. In B. Stecher & S. N. Kirby, *Organizational improvement and accountability: Lessons for education from other sectors* (pp. 1–7). Santa Monica, CA: Rand Corporation. Retrieved November 14, 2005, from http://www.rand.org/publications/MG/MG136/

Questions to Answer Before Class as You Complete Your Reading Assignment

- What types of accountability exist in your profession?
- What types of accountability exist in education?

- Which types are most and least effective in creating organizational improvement?
- How can the various types of aaccountability discussed in this unit be applied in your profession or specific work setting to achieve greater outcomes and equity?

Unit 3: Using Benchmarks to Drive Performance
September 18, 2019

Introduction

Setting goals and targets to drive organizational performance is a common problem-solving strategy in both the private and public sectors. Although setting "stretch goals" has been shown to work in a few isolated cases, data-driven benchmarking is the preferred and more common approach. A benchmark is a reachable, objective, and reliable categorization or numerical scale by which organizational performance is assessed. There are two ways to benchmark organizational performance: peer-based benchmarking and standards-based benchmarking. In peer-based benchmarking, similar or aspirational peer organizations are used as performance benchmarks. For example, a private research university such as USC might benchmark its student retention rate to that of peer institutions such as Stanford, Harvard, and Yale. The second way to benchmark is to use objectively determined standards of performance. For example, a car manufacturer may set a goal of attaining a 5-star safety rating from the National Highway Traffic Safety Administration for its vehicles.

Unit Learning Goals

When you finish this unit, you will have learned to:

1. Use peer-based benchmarking to solve a variety of accountability problems in different industries.
2. Use standards-based benchmarking to solve a variety of accountability problems in different industries.

Readings to Complete Before Class

Bogue, E. G., & Hall, K. (2003). College rankings and ratings: The test of reputation. In E. G. Bogue & K. Hall (Eds.), *Quality and accountability in higher education: Improving policy, enhancing performance* (pp. 51–75). Westport, CT: Praeger.

Dowd, A. C. (2005). *Data don't drive: Building a practitioner-driven culture of inquiry to assess community college performance*. Boston: University of Massachusetts, Lumina Foundation for Education.

Gladwell, M. (2011, February 14). The order of things. *The New Yorker*, 69–75.

Marsh, J. A. (2012). Interventions promoting educators' use of data: Research insights and gaps. *Teachers College Record*, *114*(11), 1–48.

Ozcan, Y. A. (2008). Health care benchmarking and performance evaluation. *An Assessment using Data Envelopment Analysis (DEA), (Ed.)* Chapter 1, 3-14. *Springer Science+ Business Media, New York*, 4.

Questions to Answer Before Class as You Complete Your Reading Assignment

Use both peer-based benchmarking and standards-based benchmarking to begin to solve an accountability problem that you have identified.

Unit 4: Equity, Diversity, and Accountability
September 25, 2019

Introduction

Equity, diversity, and access are key goals in both private and public settings. Schools and universities are increasingly being held responsible for addressing the performance of particular subgroups of the population and for closing achievement gaps. In business and industry, "equal opportunity" has been a theme for nearly 50 years. Research shows that diversity has a positive impact on workplace effectiveness. How can accountability be used to promote equity and diversity?

Unit Learning Goals

When you finish this unit, you will have learned to:

1. Understand how the disaggregation of data by a subgroup can be used as a vehicle for closing achievement gaps.
2. Understand the role of accountability in fostering diversity and equity.

Readings to Complete Before Class

Dowd, A. C., & Bensimon, E. M. (2014). *Engaging the "race question": Accountability and equity in US higher education*. New York: Teachers College Press.
(link to specific chapter)

Lang, D. W. (1999). *Similarities and differences: A case study in measuring diversity and selecting peers in higher education*. Société canadienne pour l'étude de l'enseignement supérieur.

Lim, N., Haddad, A., & Daugherty, L. (2013). *Implementation of the DOD Diversity and Inclusion Strategic Plan: A framework for change through accountability* (RAND National Security Research Division Report).

Trenerry, B., & Paradies, Y. (2012). Organizational assessment: An overlooked approach to managing diversity and addressing racism in the workplace. *Journal of Diversity Management (JDM)*, *7*(1), 11–26.

Question to Answer Before Class as You Complete Your Reading Assignment

- How can accountability promote diversity?
- When does accountability hinder equity?
- What indicators can be used in your workplace to assess progress toward equity?

Unit 5: Learning, Assessment, and Accountability
October 2, 2019

Introduction

One of the major challenges in conducting research in learning is the actual measurement and assessment of learning. Learning is both cognitive and affective. In most accountability applications in education and in business and industry, learning is the primary institutional goal. However, the line between the learning that can be assessed and the learning that takes place is often blurry.

Unit Learning Goals

When you finish this unit, you will have learned to:

1. Define and give examples of key accountability concepts in learning.
2. Use assessments to drive instruction and training.
3. Connect the learning that has taken place to the learning that is being assessed for accountability purposes.

Readings to Complete Before Class

Campbell, D. (2002). Outcomes assessment and the paradox of nonprofit accountability. *Nonprofit management and leadership*, *12*(3), 243-259.

Golden, D. (2006, November 13). Colleges, accreditors seek better ways to measure learning. *The Wall Street Journal,* pp. B1, B2.

Hughey, A. W., & Burke, M. G. (2010). External confirmation of adherence to standards: As applicable to academic programmes as to business and industry. *Industry and Higher Education*, *24*(4), 257–262.

Marsh, J. A., & Farrell, C. C. (2015). How leaders can support teachers with data-driven decision making: A framework for understanding capacity building. *Educational Management Administration Leadership*, *43*(2), 269–289. doi: 10.1177/1741143214537229

Questions to Answer Before Class as You Complete Your Reading Assignment

- How can learning and accountability be linked for accountability purposes?
- How does measurement support decision-making?
- What is formative assessment?

Unit 6: Holding Organizations Accountable
October 16, 2019

Introduction

Organizations in all work sectors are held accountable for their performance. This unit applies accountability measures and approaches used for organizational accountability in the business, education, and health care sectors. In particular, this unit focuses on the *balanced scorecard* as

a method for assessing organizational performance. The balanced scorecard is a customized set of measures that allows decision-makers to view organizational effectiveness from four perspectives simultaneously.

Unit Learning Goals

When you finish this unit, you will have learned to:

1. Establish goals and indicators to reflect various measures of performance in your workplace.
2. Create a balanced scorecard.

Readings to Complete Before Class

Baur, D., & Schmitz, H. P. (2012). Corporations and NGOs: When accountability leads to co-optation. *Journal of Business Ethics*, *106*(1), 9-21.

Benjamin, L. M. (2008). Account space: How accountability requirements shape nonprofit practice. *Nonprofit and Voluntary Sector Quarterly*, *37*(2), 201–223.

Bensimon, E. M., Hao, L., & Bustillos, L. T. (2007). Measuring the state of equity in higher education. In P. Gandara, G. Orfield, & C. Horn (Eds.), *Expanding opportunity in higher education: Leveraging promise* (pp. 143–166). Albany, NY: State University of New York Press.

Darling-Hammond, L., Wilhoit, G., & Pittenger, L. (2014). Accountability for college and career readiness: Developing a new paradigm. *Education Policy Analysis Archives*, *22*(86), 1. Available at: http://epaa.asu.edu/ojs/article/view/1724

Ebrahim, A. (2010). The many faces of nonprofit accountability. In D. O. Renz & associates (Eds.), *The Jossey-Bass handbook of nonprofit leadership and management* (pp. 101–123) (3rd ed.). San Francisco: John Wiley & Sons/Jossey-Bass.

Emanuel, E. J., & Emanuel, L. L. (1996). What is accountability in health care? *Annals of Internal Medicine*, *124*(2), 229-239.

Question to Answer Before Class as You Complete Your Reading Assignment

- How would you create a balanced scorecard for your workplace?
- How would you create an equity scorecard for your workplace?

Unit 7: Individual and Organizational Accountability
October 23, 2019

Introduction

The capacity of organizations to adapt to a complex and turbulent external environment requires the reconceptualization of faculty, teacher, employee, manager and leadership roles. Accordingly, various institutions face two challenges: (1) the creation of performance and productivity standards that are aligned with the changing purposes, roles, and expectations of their respective industries; and (2) the creation of a system of rewards and incentives that will

motivate staff and leaders to develop new practices. Organizational principles used within government and other sectors have a rich history which can further our understanding of individual and organizational accountability.

Unit Learning Goals

When you finish this unit, you will have learned to:

1. Develop strategies to align institutional purposes with individual practices.
2. Differentiate among different types of reward systems.
3. View reward systems through the lens of professional cultures.
4. Argue the advantages and disadvantages of performance-based pay.

Readings to Complete Before Class

Corts, K. S. (2007). Teams versus individual accountability: Solving multitask problems through job design. *The RAND Journal of Economics*, *38*(2), 467–479.

Heinrich, C. J. (2002). Outcomes–based performance management in the public sector: implications for government accountability and effectiveness. *Public Administration Review*, *62*(6), 712-72

Johnson, D. W., Johnson, R. T., & Smith, K. (2007). The state of cooperative learning in postsecondary and professional settings. *Educational Psychology Review*, *19*(1), 15–29.

Marsh, J., Springer, M., McCaffrey, D., Yuan, K., Epstein, S., Koppich, J., Kalra, N., DiMartino, C., & Peng, A. (2011). *A big apple for educators: New York city's experiment with schoolwide performance bonuses—final evaluation report* (RAND Education report). Available at: http://www.rand.org/pubs/monographs/MG1114.html (Summary, pp. 1–20).

Questions to Answer Before Class as You Complete Your Reading Assignment

- What are the underlying assumptions about individual motivation in performance-based reward systems?
- What objections might faculty members, teachers, staff or managers have to performance-based reward systems?
- How does the staff or management evaluation system at your organization compare to the models presented in the readings? How about other work settings?
- Are there other ways of evaluating staff performance that were not mentioned in the readings?

Unit 8: Accountability and Resource Adequacy
October 30, 2019

Introduction

Ascertaining how much money is needed and how it can best be utilized to improve learning is the focus of this unit, and funding for public education will serve as a proxy for understanding

how basic concepts of funding adequacy apply to the learning needs of a variety of professional organizations.

Financing education is the single largest expenditure made by all 50 states. Today, there is growing concern over how much is spent for education and how well those funds are used to meet the educational goals and standards we discussed in earlier classes.

In public education, current efforts to ensure "adequate" school funding have moved researchers to look at the link between resources and student outcomes and to estimate how much is needed to ensure that all—or almost all—students are able to meet today's achievement standards. Institutions of higher education face similar cost pressures as tuition increases have exceeded the rate of inflation for over a decade.

Similarly, private firms continue to devote large sums of money to education and training programs for their employees, often without an adequate understanding of the connection between expenditure and learning outcomes.

Unit Learning Goals

When you finish this unit, you will have learned to:

1. Understand the role of fiscal considerations in the design and implementation of accountability systems, including how states are working to understand what an adequate level of funding for schools should be; and linking funding to student and employee outcomes.
2. Describe why financial accountability is often separated from performance accountability.

Readings to Complete Before Class

Dowd, A. C., & Grant, J. L. (2006). Equity and efficiency of community college appropriations: The role of local financing. *The Review of Higher Education, 29,* 167–194.

Hillman, N. W., Tandberg, D. A., & Fryar, A. H. (2015). Evaluating the impacts of "new" performance funding in higher education. *Educational Evaluation and Policy Analysis*. doi: 0162373714560224.

Melendéz, S. E. (2001). The nonprofit sector and accountability. *New Directions for Philanthropic Fundraising*, *31*, 121–132.

Rabovsky, T. M. (2012). Accountability in higher education: Exploring impacts on state budgets and institutional spending patterns. *Journal of Public Administration Research and Theory*, *22*(4), 675–700.

Questions to Answer Before Class as You Complete Your Reading Assignment

- Organizations (business, nonprofit, schools, universities) are guided by a specific set of goals, or mission. What is the relationship between organizational mission, finance, and accountability?

- Apply the concept of resource adequacy to three different organizational contexts. Discuss how the concept of "adequacy" may be applied differently. Provide examples.

Unit 9: Leadership and Accountability
November 6, 2019

Introduction

This class will focus on leadership accountability issues in various professional settings. Leaders of such institutions must understand themselves, the organizations that they lead, and the complex social and political environments that represent such institutions. Accountability is a major mechanism to achieve these goals.

Unit Learning Goals

When you finish this unit, you will have learned to:

1. Analyze the interrelationships or connections between accountability and leadership.
2. Define a set of practical skills leaders need to encourage accountability within their organization and improve organizational performance.
3. Develop strategies for holding others accountable for results.

Readings to Complete Before Class

Childress, S., Elmore, R., & Grossman, A. (2006). How to manage urban school districts. *Harvard Business Review*, *84*(11), 55–68.

McCall, J. J. (2002). Leadership and ethics: corporate accountability to whom, for what and by what means?. *Journal of Business Ethics*, *38*(1-2), 133-139.

Wallis, J., & Gregory, R. (2009). Leadership, accountability and public value: Resolving a problem in "new governance"? *International Journal of Public Administration*, *32*(3–4), 250–273.

Waters, T., Marzano, R. J., & McNulty, B. (2003). *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement.* Aurora, CO: Mid-continent Research for Education and Learning.

Questions to Answer Before Class as You Complete Your Reading Assignment

- What are the key accountability issues facing organizational leaders?
- What workplace conditions hinder accountability?
- What can leaders do to counteract these conditions and create an organization that is more prepared for accountability?
- What is the role of the leader in managing different types of accountability?

Unit 10: Building Internal Capacity for Improvement and Accountability
November 13, 2019

Introduction

Educational institutions that are strong in internal accountability and those that can be described as "learning organizations" tend to respond better to the demands of external accountability. It is advantageous for professional organizations to be engaged in knowledge development and capacity building, as these activities lead to improvement. This unit examines how internal and external accountability are related and what can be done internally in an organization to lead to improvement on external measures.

Unit Learning Goals

When you finish this unit, you will have learned to:

1. Define a learning organization and how it relates to accountability.
2. Identify the central features of an accountability system.
3. Critically examine the assumptions upon which external accountability systems are built.
4. Understand the relationship between accountability and organizational capacity.
5. Identify the ingredients of an accountability system that is likely to lead to organizational improvement.

Readings to Complete Before Class

Elmore, R. F. (2002). *Bridging the gap between standards and achievement*, Washington, DC: Albert Shanker Institute. Retrieved July 12, 2003, from http://www.shankerinstitute.org/resource/bridging-gap-between-standards-and-achievement

Jones, M. L. (2001). Sustainable organizational capacity building: is organizational learning a key?. *The International Journal of Human Resource Management*, *12*(1), 91-98.

Marsh, J. A., Pane, J. F., & Hamilton, L. S. (2006). *Making sense of data-driven decision making in education* (RAND Education occasional paper). Santa Monica, CA: RAND Corporation. Available at: http://www.rand.org/pubs/occasional_papers/OP170.html

Reyes, E. M., Sharma, A., Thomas, K. K., Kuehn, C., & Morales, J. R. (2014). Development of a technical assistance framework for building organizational capacity of health programs in resource-limited settings. *BMC Health Services Research*, *14*(1), 399.

Saxton, G. D., & Guo, C. (2011). Accountability online: Understanding the web-based accountability practices of nonprofit organizations. *Nonprofit and Voluntary Sector Quarterly*, *40*(2), 270-295.

Questions to Answer Before Class as You Complete Your Reading Assignment

- What is the relationship between accountability and organizational capacity?
- What is a "learning organization"?

- What are the components of an accountability system that are likely to lead to organizational improvement?

Unit 11: Ethics and Accountability
November 20, 2019

Introduction

The units in this Accountability course have tended to gloss over one topic that has received increased attention recently: the abuse of information. A number of publications have carried stories documenting how institutions manipulate their reporting of data in order to make themselves look better in the eyes of others. These stories raise the issues of ethics and data integrity. The problem of misleading information has led to policy changes designed to minimize the abuse of statistics. In this unit you will consider such issues.

Additionally, of great importance, consider the accountability issues that major public and private research universities have been required to confront and have continued to regulate over at least the last three years.

Unit Learning Goals

When you finish this unit, you will have learned to:

1. Identify the key ethical issues associated with an accountability system, and give examples in various contexts.
2. Compare and contrast the ethical issues in education, business and other industries to ascertain similarities/differences in the root causes of information abuse.
3. Develop strategies about what various organizations might do to overcome ethical challenges to accountability.

Readings to Complete Before Class

Biesta, G. J. (2004). Education, accountability, and the ethical demand: Can the democratic potential of accountability be regained? *Educational Theory*, *54*(3), 233–250.

Dubnick, M. J. (2003). Accountability and ethics: Reconsidering the relationships. *International Journal of Organization Theory and Behavior*, *6*(3), 405–441.

Hallak, J., & Poisson, M. (2005). *Academic fraud and quality assurance: Facing the challenge of internationalization of higher education.* Paris: International Institute for Educational Planning.

Messner, M. (2009). The limits of accountability. *Accounting, Organizations and Society*, *34*(8), 918-938

Velasquez, M., Andre, C., Thomas Shanks, S. J., & Meyer, M. J. (2011). Thinking ethically: A framework for moral decision making. Retrieved from http://www.scu.edu/ethics/practicing/decision/thinking.html

To Be Read in Class

Code of ethics of the University of Southern California.
Available at: https://policy.usc.edu/ethics/

Council for the Advancement of Standards in Higher Education (CAS). *CAS Statement of Shared Ethical Principles.* Available at: https://www.naspa.org/images/uploads/main/CASethicsstatement.pdf

National Council of Nonprofits (2018). *Ethics and accountability for nonprofits.* Retrieved from https://www.councilofnonprofits.org/tools-resources/ethics-and-accountability-nonprofits

Questions to Answer Before Class as You Complete Your Reading Assignment

- Give various illustrations of how the concept of ethics is defined in your workplace.
- Have new demands for accountability led to greater concern for ethical issues—either increases in information abuse or heightened concern for data integrity?
- What are some of the current ethical challenges facing accountability systems and how can they be overcome, or at least minimized?

Unit 12: Oral Presentations
December 4, 2019

Continue from Unit 11, (week 13)