

# COLLEGE OF EDUCATION



Faculty, staff and students  
strive to prepare and be professionals who are:

## *Competent*

equipped with the knowledge, skills  
and technological expertise to help  
all individuals learn and develop

## *Committed*

dedicated to the ethical practices and collaboration  
that serve as the foundation of a diverse  
and intellectually vibrant society

## *Reflective*

devoted to analyzing their own past practices  
in ways that fuel ongoing learning  
and improve future practices

*A Keystone in Building a Better Future for All*



AUBURN  
UNIVERSITY

Auburn University is an equal opportunity educational institution/employer.

**Auburn University  
SYLLABUS**

<b>Course Number:</b>	<b>EDLD 8400</b>	<b>Dr. Ellen Reames</b>
<b>Course Title:</b>	<b>Ethics for Leaders</b>	<b>Office: Haley, 4084</b>
<b>Credit Hours:</b>	<b>3 semester hours</b>	<b>office: 334 844-3067</b>
<b>Prerequisites:</b>	<b>None</b>	<b>cell (706) 573-7563 home (706) 327-1102</b>
<b>Corequisites:</b>	<b>None</b>	<b>Office hours: T &amp; W 2-4 pm or by</b>
<b>Classroom:</b>	<b>Haley Center 1454</b>	<b>appointment</b>
		<b>Email: <a href="mailto:reamseh@auburn.edu">reamseh@auburn.edu</a></b>

**Dates of class:**      **Friday January 29, 2009 4:30-10 pm; Saturday, January 30, 2009 9am-6pm; Sunday January 31, 2009 1-6 pm or completion of assignments**  
**Friday February 19, 2009 4:30-10 pm; Saturday, February 20, 2009 from 9:00am-6pm; Sunday January 21, 2009 1-6 pm or completion of assignments**

**Date Syllabus Prepared:**      **Spring, 2010**

**Texts:**

Shapiro and Stefkovich (2005). *Ethical Leadership and Decision Making in Education*, 2<sup>nd</sup> edition, Mahwah, NJ: Lawrence Erlbaum, 0805850228.

Ciulla, Joanne (2004). *Ethics, the heart of leadership* 2<sup>nd</sup> Edition. Westport, CT: Praeger Publishers, 0-275-98252-1.

Strike, K., Haller, E. & Soltis, J. (2005). *The ethics of school administration*. 3rd ed., New York, NY: Teachers College Press, 0-8077-4573-1.

*Alabama Educator Code of Ethics:*

[ftp://ftp.alsde.edu/documents/70/Alabama Educator Code of Ethics.pdf](ftp://ftp.alsde.edu/documents/70/Alabama_Educator_Code_of_Ethics.pdf)

Other readings as assigned.

**Course Description:** Theory and practice of ethics and the role of ethical and personal integrity for leaders in the context of educational organizations and the communities they serve. This course introduces theory and experiences designed to help the leadership student develop knowledge of ethics and a broad overview of research that has been conducted relative to ethical practices and organizational effectiveness. Included are ethical principles and emphasis in diverse social, political, multicultural, ethnic, and economic settings. Students will engage in reviewing and analyzing cases and issues and will engage in critiques which focus on developing their ability to synthesize basic principles related to ethical leadership.

Course Objectives based upon standards of knowledge (K), performance (P), and dispositions (D)

**Upon completion of the course objectives the student will be able to:**

1. (K, A) To provide experiences designed to help the student develop knowledge of ethics theories and a broad overview of research that has been conducted relative to ethical practices and organizational effectiveness. (2)(h)(3)
2. (K, A) To provide small group experiences in which the student is able to observe his/her own ethical behavior as well as the behavior of other group members in various K-12 leadership situations. (2)(h)(2); (2)(h)(3)
3. (K, A) To develop well-reasoned educational beliefs based upon an understanding of teaching and learning. (2)(h)1(iii)
4. (K, A) To help students to gain an understanding of ethical principles in diverse social, political, multi-cultural, ethnic, and economic groups. (2)(h)1(ii); (2)(h)1(iii)
5. (K, A) To help students to gain an understanding and model appropriate ethics, value systems, and moral leadership. (2)(h)1(ii)
6. (K, A) To provide students with knowledge to apply the concepts of leadership to their practice in culturally diverse settings. (2)(h)1(i)
7. (K, A) To adhere to the Alabama Educator Code of Ethics. (2)(h)1(i); (2)(h)1(iv)

**Course Content:** Introduction to leadership and ethics, ethics agencies, code of ethics for government/schools/business, ethics legislation and acts, Commission on Federal Ethics Laws, moral development and judgment; moral reasoning, organizational ethics, organizational values, ethical decision making, corruption versus ethics, sex discrimination, race discrimination.

### **Schedule and assignments for Weekend #1:**

#### **Friday:**

- 1) Read Part I Chapter 1 and 2: pages 1-27 Shapiro and Stefkovich (2001). *Ethical Leadership and Decision Making in Education*, Lawrence Erlbaum, 0805850228.
- 2) Read Part II Chapter 3, 4, 5, 6, 7, 8, 9: pages 33- 135 in Shapiro and Stefkovich (2001). *Ethical Leadership and Decision Making in Education*, Lawrence Erlbaum, 0805850228.
- 3) Read Part I Chapters 1 and 2 from Ciulla. *Ethics the Heart of Leadership* 0-275-98252-1.
- 4) Group Case Study Preparation Time (Find your name on the group list and be prepared to complete a Group/case study project. You should do preparation prior to Friday night with other members of your group and use Friday night to finalize preparations for the group assignment).

#### **Saturday:**

- 5) Be prepared to take quiz #1 concerning above materials during the Saturday session.
- 6) Group Case Study Presentations

- 7) Be prepared for class discussion on this material: Read Chapters 1 & 2 from Ciulla, J. (2004). *Ethics: The heart of leadership*, Westport, CT: Praeger Publishers, 0-275-98252-1.
- 8) Guest Speaker

### **Sunday:**

- 9) Father Guido Sarducci <http://www.fathersarducci.com/>
- 10) Read Chapter 7 from Ciulla, J. (2004). *Ethics: The heart of leadership*, Westport, CT: Praeger Publishers, 0-275-98252-1. Be prepared for class discussion on this material
- 11) Article Critique Presentations from each class member.

### **Schedule and assignments for Weekend #2:**

#### **Friday:**

- 1) Read Part II, Chapters 3, 4, 5, 6 from Ciulla, J. (2004). *Ethics: The heart of leadership*, Westport, CT: Praeger Publishers, 0-275-98252-1. Be prepared for class discussion on this material.
- 2) DVD on Leadership (instructor prepared)
- 3) Group Case Study Preparation Time (Find your name on the group list and be prepared to complete a Group/case study project).

#### **Saturday:**

- 4) Read Part IV, Chapters, 8, 9 from Ciulla, J. (2004). *Ethics: The heart of leadership*, Westport, CT: Praeger Publishers, 0-275-98252-1. Be prepared for class discussion on this material.
- 5) Group Case Study Presentations
- 6) Project Presentation Preparation Time (library)

#### **Sunday:**

- 7) Quiz concerning Ciulla Chapters: 3, 4, 5, 6, 8, 9
- 8) Field Trip: Tuskegee University: Goals of Tuskegee experience: 1) expose students in K-12 Educational Leadership to the ethical value of higher education; 2) the role that HBCUs like Tuskegee University have played in social justice and equity, and 3) what we can do as educators to bridge a stronger connection between K-12 and higher education institutions for students of color.

### **Weekend #1**

<b>1st Meeting (Friday)</b>	<b>Organizational Meeting Syllabus and Course Requirements</b> <b>Drawing/Surprise Assignment</b> <b>Introduction to Leadership and Ethics</b> <b>Multiple Paradigm Approach to Ethical Dilemmas: Justice, Critique, Care and Profession: Shapiro and Stefkovich Part I Chapters 1 &amp; 2</b> <b>Group Preparation time for Case Study Presentation</b>
<b>2nd Meeting (Saturday)</b>	<b>Quiz: Shapiro &amp; Stefkovich Chapters 1 &amp; 2 <u>plus</u> Alabama Code of Ethics and Ciulla Chapters 1 &amp; 2</b>

	<b>Multiple Paradigm Approach to Ethical Dilemmas:</b> <b>Group Case Study Presentations- Shapiro and Stefkovich Chapters 3, 4, 5, 6, 7, 8, 9</b> <b>DVD Enron and ethical failures (lunchtime)</b> <b>The relationship of ethics and leadership</b> <b>Ciulla Chapters 1, 2</b>
<b>3rd Meeting (Sunday)</b>	<b>Article Critique/Presentations (5-7 min. each)</b> <b>Ciulla Chapter 7</b> <b><u>Guest Speaker</u> -Budget Allocations and Ethical Dilemmas</b>
<b>Weekend #2</b>	
<b>4th Meeting (Friday)</b>	<b>Ciulla Chapters 8 and 9 Ethics and Transformational Leaders</b> <b>DVD-Leadership Ethics for Everyone DVD</b> <b>Group Preparation time for Case Study Presentation</b>
<b>5th Meeting (Saturday)</b>	<b>Ciulla Chapters 3, 4, and 5 The Moral Relationship Between Leaders and Followers</b> <b>Instructor Handouts: Organizational ethics and values; Transformational and Servant Leadership</b> <b>2<sup>nd</sup> Group Case Study Presentation</b> <b>Project Presentation Preparation Time (library)</b>
<b>6th Meeting (Sunday)</b>	<b>Quiz Ciulla Chapters 3, 4, 5, 8, 9</b> <b>Field Trip: Tuskegee University</b>

## 7. Course Requirements:

**1. Group Case Study Presentations:** The activities and assignments are designed to provide practice in the application of theories and principles presented. I can not emphasize enough the importance of reading assigned materials and being prepared for class. As a matter of fact, students can look forward to preparing and leading topical discussions during most sessions. Occasionally there may be some type of quiz etc. concerning assigned readings or other class assignments. Groups may be asked to provide case study presentations, guest speakers or videos i.e. media presentations of ethical issues. **[20 points total for 2 case studies]**

**(Each group is expected to complete two case studies. Find your name at the end of the syllabus on pages 14-15 under groups for case study presentations. Contact your group members and begin meeting prior to the first weekend session. I will give you some time to finalize your presentation during our first Friday night session. Format and directions for each of the group case studies can be found on pages 14-15. See rubric for Group Case Study Presentation. Each case study is worth 10 points each)**

**A MOMENT OF TRUTH ABOUT GROUP WORK:** I see group work as an important process in any “learning community”. In our educational leadership master’s and doctorate degree programs we strive to provide our students with opportunities to work in diverse settings as well as provide multiple opportunities for student work and growth to be assessed. When I assign students to group work it means get together and work together to complete a project. If you have a problem with your group you may let me know. Otherwise, I expect you to meet, in person, away from class to complete these group assignments. I want you to learn from each other and embrace what each of you has to offer our class.

As a program/cohort norm, we have begun to institutionalize a peer review process. You will be asked to evaluate yourself, group members and classmates.

**Format of Case Study Presentation:**

Each presentation should last approximately 30 minutes. Presentation must be visual, does not have to be a Powerpoint presentation but does need to have visual component i.e. video clips, poster, pictures, etc. and handouts to class. One of the handouts should be a brief outline consisting of the following points:

- a) Overview of ethical dilemma considered in the chapter for example Chapter 3 deals with the consideration of individual rights versus community standards so the group would want to give background and overview information of this type of dilemma
- b) Main points of each case study presented in the chapter
- c) How the “multiple paradigms ethical perspectives” of **Justice, Critique, Care and Profession** enter into deliberation of each case i.e. which ethical paradigms appear to be an important perspective to consider
- d) After accessing the Alabama Educator Code of Ethics, which appear to come into play in each case and why?

Total per case study: 10 points

**2. Quiz/Tests.** There will be two quizzes given. One quiz will be given during Weekend 1 (12 pts.) and the 2<sup>nd</sup> quiz (13 pts.) will be given during Weekend 2. These two quizzes are worth a total of 20 points.

**3. Attendance.** Class attendance and punctuality is expected and required to successfully complete this course. Additional information concerning attendance can be found in Class Policy Statements and you need to review the class attendance policy outlined in 9 of this course syllabus: Class Policy statements, Item 1 Attendance. Because this is an intensive weekend course if you miss class you will be expected to complete an alternative assignment which will demonstrate that you have mastered the material. You will not be allowed to make-up the assignment if your absence does not follow the rules outlined in Section 9 concerning what is considered an excused absence and you follow the guidelines for the absence. Attending all sessions on time and staying for all sessions is worth **15 points**.

\*\*\*\*If you miss time from class or entire sessions in all likelihood the alternative assignment will be a test worth 15 points.

**4. Individual Paper:** Develop an ethical topic paper, (10 pages max.), you may use references from any resources you wish, i.e., journal articles, reference books, Internet resources, etc. The presenter should: (a) provide a complete introduction or overview of the topic, (b) literature review including at least 10 references cited using the Publication Manual of the American Psychological Association (6th ed.), APA style of writing, (c) current applications of the topics in your school system or in your particular field, (d) a section regarding the presenter's views/opinions of the value of the research findings that were applicable in appropriate educational/work settings and how the multiple ethics of **Justice, Critique, Care and Profession** could be used to explain and interpret the ethical issue. **Paper = 20 points.**

**5. Article critique:** Select article in professional journals which could be appropriately analyzed using the 4 ethical paradigms. Make sure that the article would encompass important issues for educational leaders and that the article would be considered as "scholarly" i.e. peer reviewed and is substantively research based. Read the article, and write a 3-4 page critique of the article. Do a brief 5-7 minute Powerpoint presentation concerning your article. **Total of 20 points for article critique and presentation. (see rubric)**

**8. Grading and Evaluation.** The final grade for the course will be based on the following:

Case Studies (10 points each)	20 points
Quiz 1 (12 pts)/ Quiz 2 (13 pts)	25 points
Attendance	15 points
Individual Paper	20 points
Article critique/presentation	<u>20 points</u>
Total	100 points

#### **EVALUATION:**

A = 90-100

B = 89-80

C = 79-70

D = 69-60

F = Below 59 points

#### **9. CLASS POLICY STATEMENTS:**

##### **1. Class Attendance.**

Although attendance is not required, students are expected to attend all classes, and will be held responsible According to University and COE Policy:

"A. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

1. If an instructor chooses to require attendance, the attendance policy must be consistent with the university attendance policy outlined in the *Tiger Cub*. Instructors may not invoke grade penalties for appropriately documented excused absences.

B. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death

of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.

C. **Make-Up Policy:** Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins." From: <http://education.auburn.edu/files/file1610.pdf>

D. "Specific policies regarding class attendance are the **prerogative of individual faculty**; policies regarding the effect of absences on the determination of grades should be stated in writing at the beginning of the course." Page 31 of the Tiger Cub:  
<http://www.auburn.edu/tigercub/handbook.html>

E. **Specific instructor rules in regards to attendance:**

- As graduate students, you are expected to attend class **regularly** and **on time**. If you are absent from class there is absolutely no way to make up this time with fellow class mates and therefore an alternative assignment will be in order if the absence is excused and you have followed the university guidelines concerning the absence.
- **Make-up work** If a project or examination is missed, a make-up will only be given for University approved excuses as outlined in the Tiger Cub. Arrangements to make-up the work must be made in advance. You have one week from the date of the absence to make arrangements with me. The alternate assignment will take place within the following two weeks.
- If deadlines for projects/and or assignments are missed because of illness, a doctor's statement for verification of sickness is required. Students should clear the absence with the instructor by e-mail as soon as possible. Other unavoidable absences from class must be documented and cleared with the instructor **in advance**.
- Only those absences recognized by university policy will be considered.
- An alternative assignment, possibly a written examination will be administered to the student in order to assess comprehension of the material which was missed during the absence(s). The alternate assignment will count 15 points.

**2. Disability Accommodations.** Students who need special accommodations provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).

**3. Course contingency:** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be



modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.

**Specific contingency plans for this course:**

In the event the faculty member becomes ill or Auburn University closes we will use Blackboard to complete group projects and individual assignments. All course work is presently posted on Blackboard. This includes session folders, weekend assignments, written assignments and individual and group projects. In the event we are not able to meet students will be instructed to complete assignments via on-line submission.

Students will be expected to:

- 1) Follow university policy concerning excused illness.
- 2) Complete all assignments via "Blackboard".
- 3) All group work will be posted as video or PowerPoint
- 4) Instructor will use Auburn University email for all correspondence with students.
- 5) In the event the professor is ill Dr. Reames will notify the EFLT office of said illness and students will receive an email stating cancellation of face-to-face class.

4. **Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:
- o Engage in responsible and ethical professional practices
  - o Contribute to collaborative learning communities
  - o Demonstrate a commitment to diversity
  - o Model and nurture intellectual vitality

5. **Academic Honesty Policy:** All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee

The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class. Please see the following which have been copied directly from the Provost's website concerning Student Academic Honesty Code:

<http://www.auburn.edu/academic/provost/story.html?1149111436000133>

**Additional notes from instructor:**

Please pay particular attention to rules 6 and 8 and be perfectly clear that I consider turning in assignments more than once to the same professor OR turning in the same or closely resembled assignment to two or more professors to be **cheating**. For example, a paper that is submitted to my class for my grade should not resemble another assignment in my class NOR should it resemble a paper which is submitted to another professor. You should never turn in assignments which have been completed for other classes. If you think that this could be a problem because of the nature of the assignment given by the professor(s) you should bring this to my attention ahead of submission. But please understand I will pursue actions outlined by Tiger Cub and the Honesty Code Policies if I feel the Honesty Code has been violated.

Directly from the Honesty Code:

## **TITLE XII**

### **CHAPTER 1200 Definition**

1200.1 This act shall be known as the Student Academic Honesty Code. The Student Academic Honesty Code applies to all students taking classes at Auburn University. Students in either the College of Veterinary Medicine or the School of Pharmacy, while taking classes in these schools, shall be subject to honesty codes published and distributed within each school. The following regulations are designed to support the interests of Auburn University, its students and faculty, in maintaining the honesty and integrity essential to and inherent in an academic institution.

### **CHAPTER 1201 Violations**

1201.1 Violations of the Student Academic Honesty Code are:

1. the possession, receipt, or use of any material or assistance not authorized in the preparation of any essay, laboratory report, examination, or class assignment, to be submitted for credit as a part of a course or to be submitted in fulfillment of a university requirement. The possession, receipt, or use of unauthorized material while an exam or quiz is in progress, or cheating, will be a violation of the Code;
2. knowingly giving assistance to another person in such preparation;
3. selling, giving, lending, or otherwise furnishing to any other person any material which can be shown to contain the questions or answers to any examination scheduled to be given at some subsequent date in any course of study, excluding questions and answers from tests previously administered and returned to a student by the instructor;
4. the submission of themes, essays, term papers, design projects, theses and dissertations, similar requirements or parts thereof that are not the work of the student submitting them. In the case of a graduate thesis or dissertation, submission is defined as the time at which the first complete draft of such is submitted to the major professor for review. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated into a paper, they must be appropriately acknowledged. Plagiarism is a violation. In starkest terms, plagiarism is stealing using the words or ideas of another as if they were one's own. For example, if another person's complete sentence, syntax, key words, or the specific or unique ideas and information are used, one must give that person credit through proper documentation or recognition, as through the use of footnotes;
5. altering or attempting to alter an assigned grade on any official Auburn University record. This violation may also be subject to review and action by the University Discipline Committee;
6. an instructor may delineate in advance and in writing other actions he or she considers a violation of the Code. For example, the teacher may consider dishonest or unethical the submission of papers substantially the same in content for credit in more than one course, unless specific permission has been given in advance. Actions so delineated must be reasonable and in the spirit of the Student Academic Honesty Code.
7. altering or misusing a document (e.g., university forms, infirmity or doctor's excuse) for academic purposes. Associated violations may be referred by the Associate Provost for additional review and action by the University Discipline Committee.
8. knowingly submitting a paper, report, examination, or any class assignment which has been altered or corrected, in part or in whole, for reevaluation or re-grading without the consent of the instructor.
9. serving as or enlisting the assistance of another as a substitute in the taking of examinations.

## Student Information

Name \_\_\_\_\_

**Local Address:**

**Street Address:** \_\_\_\_\_

**City, State Zip** \_\_\_\_\_

**Telephone #:** (H) \_\_\_\_\_ (W) \_\_\_\_\_

**E-mail:** \_\_\_\_\_

Do you have any learning challenges I need to be aware of?

**The rest of the information is optional but it will help me get to know the class members better.**

Degree and/or area of study in which you are presently enrolled at AU

What do you hope to accomplish as a graduate student at AU?

Why are you taking this course?

Do you or have you worked in a professional career? If so, briefly explain what you do or did.

What do you like most about Auburn University, graduate school, and the classes you have taken. What do you like least?

If you could change one thing about your professional, educational, or personal life what would it be?

## Group Case Study Presentation Rubric

Group Members:

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Overview of major ethical issue

0.....1.....2

Major concepts or issues of case studies in chapter

0.....1.....2

4 ethical paradigm application/deliberation

0.....1.....2

Appropriate analysis and conclusion of Alabama Code of Ethics Standards

0.....1.....2

Visuals

0.....1.....2

Total Points \_\_\_\_\_/10

**EDLD 8400**  
**JOURNAL ARTICLE CRITIQUE**  
**EVALUATION FORM**

Name: \_\_\_\_\_

**Article:**

Summarized Main Points in 3-5 pages  
Comments:

0.....1.....2.....3.....4

Used 4 ethical Paradigms to analyze article  
Comments:

0.....1.....2.....3.....4

Reactions to the Article and Why important to profession  
Comments:

0.....1.....2.....3.....4

Alabama Code of Ethics Which Standards Apply  
Comments:

0.....1.....2.....3.....4

Powerpoint Presentation

0.....1.....2.....3.....4

Total Points: \_\_\_\_\_/20

## **EDLD 8400 Ethics for Leaders**

### **Ethics Paper**

**Student**\_\_\_\_\_

#### **Topic Chosen for Paper**

#### **Individual Paper (30 points):**

<b>Length/APA Format/Directions</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Introduction/Overview</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Adequate description of review of literature Related to ethics topic</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Current applications of topic in school or field</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>How the Alabama Code of Ethics is related to your topic</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>How the multiple ethics of Justice, Critique, Care, and Profession could interpret the issue</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**Total Paper Points** \_\_\_\_\_/30

## WEEKEND 1

### ASSIGNMENT #1 Groups for Case Study Presentations:

Friday night group preparation time/ Saturday morning presentation to class.

**Group 1** Lakesha Brackins; Robbie Slater; Carolyn Bradley- Shapiro and Stefkovich Chapter 3 Individual Rights Versus Community Standards

**Group 2** Marcus Howell, Penny Messick, Pamela Williams-Shapiro and Stefkovich- Chapter 4 Personal Codes versus Professional Codes

**Group 3** Brad Cook, Keith York, Jason Bryant- Shapiro and Stefkovich- Chapter 7 Religion Versus Culture

**Group 4** – Peter Miller, Jonathan Finch, Juanita James Farley- Shapiro and Stefkovich- Chapter 8 Equality Versus Equity

**Group 5** Darryl Pickett, Ibrahim Lee, Elainer Jones, Charlesetta Robinson Shapiro and Stefkovich- Chapter 9 Accountability Versus Responsibility

**Group 6** Christie Broom, Ting Wang, Shapiro and Stefkovich- Chapter 6 The American Melting Pot Versus the Chinese Hot Pot

### Format of Case Study Presentation:

Each presentation should last approximately 30 minutes. Presentation must be visual, does not have to be a Powerpoint presentation but does need to have visual component i.e. video clips, poster, pictures, etc. and handouts to class. One of the handouts should be a brief outline consisting of the following points:

- e) Overview of ethical dilemma considered in the chapter for example Chapter 3 deals with the consideration of individual rights versus community standards so the group would want to give background and overview information of this type of dilemma
- f) Main points of each case study presented in the chapter
- g) How the “multiple paradigms ethical perspectives” of **Justice, Critique, Care and Profession** enter into deliberation of each case i.e. which ethical paradigms appear to be an important perspective to consider
- h) After accessing the Alabama Educator Code of Ethics, which appear to come into play in each case and why?

Total Points Awarded 10 points

## ASSIGNMENT #2 QUIZ READINGS FROM SHAPIRO & STEFKOVICH and Joanne Ciulla

### Review Sheet for Quiz#1 during Weekend #1 Session:

1. What is a paradigm?
2. Describe the term used by the authors: multiparadigm approach.
3. What is the ethic of justice? Critique? Care? Profession?
4. Why do the authors suggest case studies be used in teaching ethics?
5. Describe the society in which today’s educational leaders are expected to guide their organization and employees.
6. Why do the authors see the ethics of the profession as a separate, 4<sup>th</sup> ethic?
7. Describe the ethic of profession diagram on page 27.
8. What are the various (9) standards of the Alabama Educator Code of Ethics? Can you apply the various standards to situations?

9. According to Ciulla ethics in the leadership literature is fragmented and often “glossed over”. What works does she use to support this point?
10. Leadership definitions are numerous and can be conflicting but Ciulla points to two important sets of participants. Who are they? What does their relationship look like?
11. “James MacGregor Burns’ theory of transforming leadership is compelling because it rests on a set of moral assumptions about the relationship between leaders and followers” (p 14). What does Burn’s transformational leadership include concerning values and morals?
12. What is transactional leadership and how is it characterized? What is transformational leadership and how can it be characterized?
13. What is servant leadership?
14. According to Ciulla the question is not “What is leadership” but should instead be “What is good leadership”. Why does Ciulla choose the work of Burns and Greenleaf to support her question of “What is good leadership?”

Total points for Quiz 1-12 points

## **WEEKEND 2**

ASSIGNMENT #1 Groups for case study presentations:

Friday night group preparation time/ Saturday morning presentation to class.

**Group 1** - Strike Chapter 7 Diversity: Multiculturalism and Religion

**Group 2** - Strike Chapter 2 Intellectual Liberty

**Group 3** - Strike Chapter 3 Individual Freedom and the Public Interest

**Group 4** - Strike Chapter 4 Equal Educational Opportunity

**Group 5** - Strike Chapter 5 Educational Evaluation

**Group 6** - Strike Chapter 6 Educational Authority and Accountability: Community, Democracy and Professionalism

### **Format of Case Study Presentation:**

Each presentation should last approximately 30 minutes. Presentation must be visual, does not have to be a Powerpoint presentation but does need to have visual component i.e. video clips, poster, pictures, etc. and handouts to class. One of the handouts should be a brief outline consisting of the following points:

- i) Overview of ethical dilemma considered in the chapter for example Chapter 3 deals with the consideration of individual rights versus community standards so the group would want to give background and overview information of this type of dilemma
- j) Main points of each case study presented in the chapter
- k) How the “multiple paradigms ethical perspectives” of **Justice, Critique, Care and Profession** enter into deliberation of each case i.e. which ethical paradigms appear to be an important perspective to consider
- l) After accessing the Alabama Educator Code of Ethics, which appear to come into play in each case and why?

Total Points Awarded 10 points