

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.

Course Overview

EDLD 8400/8406 Ethics for Leaders

Student learning outcomes for this course are based on and extend the Class A (master's level) instructional leadership standards and also reflect the Class AA (specialist level) instructional standards specified by the Alabama State Department of Education. In brief, this course includes content and practical experiences related to ethics and personal integrity in educational organizations and the communities they serve [3(a)- 3(c)]. The field experience component described in #7 Assignments/Projects more specifically describes how the course emphasizes shared leadership beyond the levels of observation and participation; engagement in alternative ways of thinking about educational settings and approaches to teaching to accomplish learning goals for student populations with ever changing needs; working with all stakeholders to support improved student learning; and a focus on leadership for special education, English language learners, career and technical education, technology, pre-K programs, and/or adolescent literacy.

This course is intended to go beyond the legal aspects of school leadership and expand student knowledge of ethics, equity and advocacy. Students will be guided through one of the leading conceptual frameworks for ethical decision making: the ethic of justice, care, critique and profession. Case studies are used to build knowledge (K) and ability (A) in regards to the framework and ethical practices. Leaders of schools and school systems must have the necessary skills, knowledge and dispositions to advocate for educational organizations and communities they serve. Content will emphasize diverse social, political, multicultural, ethnic, and economic settings. Course highlights include: Alabama Code of Ethics for Educators, the National board Certification for Educational Leaders (NBCEL) Core Propositions with specific emphasis on dispositions such as ethics, equity and advocacy, the role of diversity for today's ethical leader and using multiple lenses to make decisions.

This course will be offered both as campus-based (EDLD 8400) and distance education (EDLD 8406). Details regarding distance education delivery are noted in the syllabus. All distance education students are expected to complete the field experiences for this course.

AUBURN UNIVERSITY SYLLABUS

1. **Course Number:** EDLD 8400/8406
Course Title: Ethics for Leaders
Credit Hours: 3 semester hours
Prerequisites: None
Corequisites: None

2. **Date Syllabus Prepared:** Spring, 2011

3. **Texts or Major Resources:**

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

Ciulla, Joanne (2004). *Ethics, the heart of leadership* 2nd 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

U.S. Department of Education Achieving Diversity: Race-Neutral Alternatives In American Education <http://www2.ed.gov/about/offices/list/ocr/raceneutral.html>

Optional Text and readings supplied by the instructor

4. **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.
5. **Student Learning Outcomes (SLO's):** SLO's expand the standards for Class A Instructional Leadership [290-3-3-.48 (2)(a)-(h)] as well as reflect the content standards delineated in the Class AA Instructional Leadership analysis form [290-3-3-.53-301 3(c) 5-8 OR 5-9].

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

- A. To reflect on his/her own personal code of ethics as well as the personal codes of others in various K-12 leadership situations.
- B. To develop knowledge of ethics theories and apply these models to personal and professional practice.
- C. To provide an overview of conducted research relative to ethical practices and their relationship to best practices of instructional leadership.

- D. To provide students with knowledge to apply the concepts of ethical leadership to their practice in culturally diverse settings using the four frames of justice, care, critique and profession.
- E. To develop leadership dispositions which ensure ethical and equitable learning opportunities and high expectations for all.
- F. To develop leadership dispositions related to advocacy for the school, community and profession.

6. Course Content Outline:

Week 1 (SLO A) Course overview, administration of course requirements, topics for semester discussion.

- **Readings:** *Proposed Alabama Educator Code of Ethics*: ftp://ftp.alsde.edu/documents/70/Alabama_Educator_Code_of_Ethics.pdf; National Board Core Propositions for Accomplished Educational Leaders (NBPTS); ISLLC Standards; Alabama Instructional Leadership Standards; Marshall, C. & Oliva, M. (2010). *Leadership for social justice: Making revolutions in education*. Boston, MA: Pearson Education.
- **Activities:** Each student will use the above readings to develop personal codes of ethics and additional reading will be supplied by the instructor. Students and professor will finalize group memberships.
- **Due:** Personal Codes will be due at the end of week 1.

Week 2 (SLO B) Overview of Philosophy and Ethics

- **Readings:** Read Pages 1-17 from Shafer-Landau (2012). *The fundamentals of ethics*. New York, NY: Oxford University Press.
- **Activities:** Continue online assignments and lectures
- **Due:** Assignments from Module 2

Week 3 (SLO B, C) Making Ethical Judgments

- **Readings:** Read “Licensing Parents” by Hugh LaFollette; “Making Ethical Judgments”
- **Activities:** Continue online assignments and lectures
- **Due:** Assignments from Module 3

Week 4 (SLO B, C) Teleological Ethics

- **Readings:** Please read pp 104-132 “Ethical Egoism” and “Consequentialism”; “Those who walk away from Omelas”
- **Activities:** Continue online assignments and lectures
- **Due:** Assignments from Module 4

Week 5 (SLO B, C) Rights and Justice

- **Readings:** LeGuin, U. (1973). "The One's Who Walk Away from Omelas." Read Shafer-Landau pp. 154-167 "The Kantian Perspective: Fairness and Justice." Read Shafer-Landau pp. 187-200 "The Social Contract Tradition."
- **Activities:** Continue online assignments and lectures
- **Due:** Assignments from Module 5

Week 6 (SLO B, C) Virtue Ethics

- **Readings:** Read Shafer-Landau, "Virtue Ethics" pp. 252-271
- **Activities:** Continue online assignments and lectures
- **Due:** Assignments from Module 6

Week 7 (SLO B, C) Natural Law Ethics

- **Readings:** Read Shafer-Landau "Natural Law" pp. 74-88
- **Activities:** Continue online assignments and lectures
- **Due:** Assignments from Module 7

Week 8 (SLO D) Overview of a Multiple Ethical Paradigm Approach

- **Readings:** Part I Chapter 1-2 pp 3-27 in Shapiro and Stefkovich (2010). *Ethical Leadership and Decision Making in Education*, 3rd edition.
- **Activities:** Continue online assignments and lectures
- **Due:** Assignments from Module 8

Week 9 (SLO D) The Ethic of Care, Justice and Critique

- **Readings: Ethics and Advocacy Paper Resources for students:** U.S. Department of Education *Achieving Diversity: Race-Neutral Alternatives In American Education* <http://www2.ed.gov/about/offices/list/ocr/raceneutral.html>
- **Activities:** Continue online assignments and lectures
- **Due:** Assignments from Module 9

Week 10 (SLO D) The all encompassing Ethic of the Profession

- **Readings:** Part I Chapter 1-2 pp 3-27 in Shapiro and Stefkovich (2010). *Ethical Leadership and Decision Making in Education*, 3rd edition; **Ethics and Advocacy Paper Resources for students:** Reading from Southern Education Foundation: A New Majority; A New Diverse Majority; Beyond Racism: Embracing a New Interdependent Future; Education After Katrina.
- **Activities:** Continue online assignments and lectures
- **Due:** Assignments from Module 10

Week 11 (SLO C) Ethics: The Heart of Leadership

- **Readings: Part I Leadership Ethics: Mapping the Territory in** Ciulla, Joanne (2004). *Ethics, the heart of leadership* 2nd Edition. Westport, CT: Praeger Publishers, 0-275-98252-1
- **Activities:** Continue online assignments and lectures
- **Due:** Assignments from Module 12

Week 12 (SLO C, E) Moral Relationships Between Leader and Followers

- **Readings:** Part II Chapters 3, 4, 5 The moral relationship between leaders and followers. Ciulla, Joanne (2004). *Ethics, the heart of leadership 2nd Edition*. Westport, CT: Praeger Publishers, 0-275-98252-1.
- **Activities:** Continue online assignments and lectures
- **Due:** Assignments from Module 12

Week 13 (SLO C, E) Explaining Ethical Failures

- **Readings:** Part III Chapter 7 Explaining ethical failures of leaders. Ciulla, Joanne (2004). *Ethics, the heart of leadership 2nd Edition*. Westport, CT: Praeger Publishers, 0-275-98252-1.
- **Activities:** Continue online assignments and lectures
- **Due:** Assignments from Module 13

Week 14 (SLO B, C, E) Ethics and Transformational Leadership

- **Readings:** Part III Chapters 8 and 9 Explaining ethical failures of leaders. Ciulla, Joanne (2004). *Ethics, the heart of leadership 2nd Edition*. Westport, CT: Praeger Publishers, 0-275-98252-1.
- **Activities:** Continue online assignments and lectures
- **Due:** Assignments from Module 14

Week 15 Final Throws of Ethics

- **Readings:** none
- **Activities:** Final Ethics and Advocacy Paper and Field Experience
- **Due:** Assignments from Module 15

For face to face class section the class will meet on a regular 16 week schedule and will include class discussions, lectures, guest speakers, field trips, DVD's and presentations.

For distance education students the following technologies will support the distance learning delivery. Specifically, (a) timely and appropriate interactions between teacher and students will occur primarily through the Auburn University email system, and the Blackboard course site (discussion board and chat features); the instructor will be available for office hours each week and students may contact the instructor via telephone, email, Blackboard chat features, Adobe Connect or Skype; (b) students will engage with each week's content (Narrated Power Point presentation, reading material, other posted links and articles) asynchronously; discussion among class members will take place primarily on the Blackboard Chat or Adobe Connect; (c) the technology will allow students to engage with the course content via their personal Internet connection, engage with their peers over Blackboard, and allow for personalized support from the instructor via email; (d) there will be some face to face meetings for individual students and for the class.

7. Assignments/Projects:

See the course assessment map (Appendix) for alignment of assessments and student learning outcomes.

- A. **Problem Based Project: Group Case Study Presentations.** The activities and assignments are designed to provide practice in the application of theories and principles presented. Each group is expected to complete one case study. Contact your group members and begin meeting. **You must pick one of the cases highlighted below. It's first come first serve.** See rubric for Group Case Study Presentation: Format and directions are provided. You will be required to video tape this presentation. Either use facilities at Auburn University OR others at your disposal. Please understand, you need to make sure the facilities you use will result in a high quality presentation. The case study is worth 10 points each. For distance education students please post in Canvas. **Due Week 10** [10 points total]

Case studies in Shapiro and Stefkovich related to special education:
 Academic Integrity in a Deaf Educational Setting
 Culturally Responsive Curriculum or an Ethical Dilemma
 Lost in translation.
 AIDS and Age-appropriate education

Group work is an important process in any “learning community”. In our educational leadership program 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. 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 institutionalized a peer review process. You will be asked to evaluate yourself, group members and classmates.

Format of Case Study Presentation:

Your group 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:

- 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
- Main points of each case study presented in the chapter
- 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
- After accessing the Alabama Educator Code of Ethics, which appear to come into

play in each case and why?

Total for the case study: 10 points

- B. **Weekly Assignments.** Each module has weekly assignments. If you complete all the assignments for that week you will receive 4 pts. Some weeks there are multiple assignments while other weeks there will be only one assignment. Your assignments should be posted in Canvas. [Total of 60 points]
- C. **Final Personal Code of Ethics.** This assignment is due in its final form during Session 15. It is worth 5 pts. It should be posted in Canvas Assignments in Module 15.
- D. **Ethics, Equity and Advocacy Paper.** Develop an ethical topic paper which can be of use to you in your current school setting, (10 pages max.). You should develop the ethics topic based on a specific area which needs improvement or attention in your school setting. You may use references from any resources you wish, i.e., journal articles, reference books, Internet resources, etc. The instructor has provided some resources for your use during Weeks 9 and 10 but these are certainly not the only resources you should use. Much of your ethics and advocacy paper will be determined by you topic area. 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 topic 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 and the Proposed Alabama Educator Code of Ethics could be used to foster equity and advocacy in your school community. Paper = 10 points. For distance education students all materials must be posted in Canvas. The due date for the paper and the video is Week 15.
- E. **Field Experience: Ethics.** The core instructional content of this course is anchored in a problem-based field experience with opportunities to practice shared leadership at high levels of expertise rather than observation and participation.
- **Problem:** How can we translate knowledge of social justice, equity and advocacy to practice in school environments?
 - **Description of field experience:** (1) Students will research and area of social justice, equity and advocacy which is an important area of growth for their school environment. The research will be presented in written form and evidenced in their Ethics, Equity and Advocacy Paper. (2) Students must present the research from the ethics, equity and advocacy paper to a professional group within your school or school system. This formal presentation should include visuals, handouts and other materials which would be beneficial to the audience. (3) Participants must complete the session evaluation form and the presentation is to be videotaped and presented to the EDLD 8400/8406 class during Week 15 (Total of 10 points.)
 - **Product of field experience:** Student bridges knowledge of ethics, equity and advocacy with leading in a school environment. (1) Ethics, equity and advocacy paper

(2) Presentation to faculty at school. For distance education students all materials must be posted in Canvas Assignments in Module 15.

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

Problem Based Project:

Group Case Study	10 points
Weekly Assignments	60 points
Initial Personal Code of Ethics (5 pts.)	5 points
Final Personal Code of Ethics (5 pts.)	5 points
Field Experience/Ethics Advocacy Paper	<u>20 points</u>
Total	100 points

EVALUATION:

A = 90-100 points

B = 89-80 points

C = 79-70 points

D = 69-60 points

F = Below 59 points

9. Class Policy Statements:

- A. Class Attendance/Absences: Class attendance and punctuality are expected and required. If assignments are missed, only University-approved excuses as outlined in the Tiger Cub will be allowed. Arrangement to make-up the work must be made in advance. If assignments are missed due to illness, a doctor's statement for verification of sickness should be given to the instructor the day the student returns to class. Other unavoidable absences from campus and class must be documented and cleared with the instructor **in advance**.
- B. Students are responsible for initiating arrangements for missed work due to excused absences.
- C. Make-up exams will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangements must be made up in advance. Unavoidable absences for class must be documented and cleared with the instructor in advance.
- D. Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

E. Honesty Code: All portions of the Auburn University Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

F. 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:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality
- Model and nurture intellectual vitality

Additionally, the following skills, applications, and dispositions are considered important for Accomplished Educational Leaders (National Board Core Propositions from the National Board for Professional Teaching Standards). We expect students fulfilling the expectations for the Ed.S. and/or AA Certification in Instructional Leadership to utilize the course learning opportunities to practice the following:

SKILLS

- Accomplished educational leaders continuously cultivate their understanding of leadership and the change process to meet high levels of performance.
- Accomplished educational leaders have a clear vision and inspire and engage stakeholders in developing and realizing the mission.
- Accomplished educational leaders manage and leverage systems and processes to achieve desired results.

APPLICATIONS

- Accomplished educational leaders act with a sense of urgency to foster a cohesive culture of learning.
- Accomplished educational leaders are committed to student and adult learners and to their development.
- Accomplished educational leaders drive, facilitate and monitor the teaching and learning process.

DISPOSITIONS

- Accomplished educational leaders model professional, ethical behavior and expect it from others.
- Accomplished educational leaders ensure equitable learning opportunities and high expectations for all.
- Accomplished educational leaders advocate on behalf of their schools, communities and profession.

Appendix
Course Assessment Map
EDLD 8400/8406 Ethics for Leaders

Course Objectives	Course Assessments See #7 for descriptions of assignments/projects				
	Lead Role in Group Case Study Presentation	Personal Code of Ethics	Weekly Assignments	Individual Paper	Field Experience
A. Reflect on his/her own personal code of ethics as well as the personal codes of others in various K-12 leadership situations.		X	X		X
B. To develop knowledge of ethics theories and apply these models to personal and professional practice.	X	X	X		X
C. To provide an overview of conducted research relative to ethical practices and their relationship to best practices of instructional leadership.		X	X	X	X
D. To provide students with knowledge to apply the concepts of ethical leadership to their practice in culturally diverse settings using the four frames of justice, care, critique and profession.	X	X	X	X	X
E. To develop leadership dispositions which ensure ethical and equitable learning opportunities and high expectations for all.	X	X	X	X	X
F. To develop leadership dispositions related to advocacy for the school, community and profession.	X	X	X	X	X