**EDLD 8400/8406**

**Ethics for Leaders**

**Spring, 2017**

**EFLT**

**College of Education**

**Department: Educational Foundations, Leadership and Technology (EFLT)**

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**Office Hours:**

**Tues/Wed. 2-4 pm or**

**by appointment**



**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

1. **Date Syllabus Prepared:** Spring, 2017

**Ellen H.** **Reames** [reamseh@auburn.edu](mailto:reamseh@auburn.edu) Room 4012 Haley Center Office Hours: 2-4 T & W

**Face to Face Meetings: Sundays: January 22, February 26, April 2**

**Location of face to face meetings: Haley Center 2467**

1. **Texts or Major Resources:**

Shapiro and Stefkovich (2011). *Ethical Leadership and Decision Making in Education,* 3rdedition, New York, NY Routledge, ISBN-13: 978-1138776272. Also available as an ebook.

Ciulla, Joanne (2004). *Ethics, the heart of leadership 3rd Edition.* Westport, CT: Praeger Publishers, ISBN-13: 978-1440830655. Will need later in course.

*Proposed Alabama Educator Code of Ethics*: <http://www.gcs.k12.al.us/pdf/AL_codeofethics.pdf>

National Board Core Propositions for Accomplished Educational Leaders (NBPTS); ISLLC Standards <http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf>;

Alabama Instructional Leadership Standards <http://alex.state.al.us/leadership/Alabama_Standards_for_Instructional_Leaders.pdf>

One of the following Movies from YouTube or another source:

*12 Years a Slave*

*Dallas Buyers Club*

**Optional Text and readings supplied by the instructor**

1. **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.
2. **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:

1. To reflect on his/her own personal code of ethics as well as the personal codes of others in various K-12 leadership situations.
2. To develop knowledge of ethics theories and apply these models to personal and professional practice.
3. To provide an overview of conducted research relative to ethical practices and their relationship to best practices of instructional leadership.
4. 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.
5. To develop leadership dispositions which ensure ethical and equitable learning opportunities and high expectations for all.
6. To develop leadership dispositions related to advocacy for the school, community and profession.
7. **Course Content Outline:**

**Module 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; Cambron-McCabe, N. & McCarthy, M. M. (2005). Educating School Leaders for Social Justice. *Educational Policy*, Thousand Oaks, CA: Corwin Press.
* **Activities:** Each student will use the above readings to develop personal codes of ethics. Additional readings can be selected by the student.
* **Due:** **Session 1 Readings/Assignments** Personal Codes; Reflection on McCambron article. Assignment Dropbox has a submission point for each of these. Personal code is worth 5 pts. McCambron essay is worth 15 pts.

**Module 2 (SLO D) Overview of a Multiple Ethical Paradigm Approach**

* **Readings:** Part I Chapter 1-2 pp 3-27 in Shapiro and Stefkovich (2011). *Ethical Leadership and Decision Making in Education,* 3rd edition.
* **Activities:** Continue online assignments and lectures
* **Due: Readings/Assignments** from Module 2

**Module 3 (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:** **Readings/Assignments** from Module 3

**Module 4 (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: Readings/Assignments** from Module 4

**Due: Individual Case Study February 26 in FACE to FACE class**

**Module 5 (SLO C) Ethics: The Heart of Leadership**

* **Readings: Part I Leadership Ethics: Mapping the Territory in** Ciulla, Joanne (2004). *Ethics, the heart of leadership 3rd Edition.* Westport, CT: Praeger Publishers, 0-275-98252-1
* **Activities:** Continue online assignments and lectures
* **Due: Readings/Assignments** from Module 5

**Module 6 (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 3rd Edition.* Westport, CT: Praeger Publishers, 0-275-98252-1.
* **Activities:** Continue online assignments and lectures
* **Due: Readings/Assignments** from Module 6

**Module 7 (SLO C, E) Explaining Ethical Failures**

* **Readings:** Part III Chapter 7 Explaining ethical failures of leaders. Ciulla, Joanne (2004). *Ethics, the heart of leadership 3rd Edition.* Westport, CT: Praeger Publishers, 0-275-98252-1.
* **Activities:** Continue online assignments and lectures
* **Due:** **Readings/Assignments** from Module 7

**Module 8 (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 3rd Edition.* Westport, CT: Praeger Publishers, 0-275-98252-1.
* **Activities:** Continue online assignments and lectures
* **Due:** **Readings/Assignments** from Module 8

You are to watch one of two movies listed in the assignment and on the Agenda and complete the assignment for the movie

**Module 9 (SLO E, F) Leadership and Social Justice**

* **Readings:** School leadership: Is a shift from efficient management to social justice possible?
* **Due:** Readings/Assignments from Module 9. This assignment is worth 15 pts.

**Module 10 Final Throws of Ethics-Watch due dates for projects and papers see below.**

* **Readings:** none
* **Activities: 1)** Final Code of Ethics; **2)** Ethics and Advocacy Field Based Experience;Ethics and Advocacy Paper is due posted in Canvas.

Field Experience due April 19th

* **Due:** **Readings/Assignments**:

1. Final Code of Ethics
2. Ethics and Advocacy Field Experience Participant Evaluation/Supporting Documents
3. Final Ethics and Advocacy Paper

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 Canvas 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, Canvas Conferences and Collaborations (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 Canvas Conferences and Collaborations (chat features) 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 Canvas, 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.**

1. **Problem Based Project:** **Individual Case Study Presentations.** The activities and assignments are designed to provide practice in the application of theories and principles presented. Each individual is expected to complete one case study. **You must pick one of the cases highlighted below. It’s first come first serve and comes from the Shapiro and Stefokovich text. You do not do the entire chapter. You do the particular case in the chapter.** See rubric for Case Study Presentation: Format and directions are provided. The case study is worth 10 points.

**INDIVIDUAL CASE STUDY IS DUE THIS WEEK (February 26th in our FACE TO FACE)** [10 points total]

Case studies in Shapiro and Stefkovich related to special needs and diverse populations:

Academic Integrity in a Deaf Educational Setting From Chapter 8

Culturally Responsive Curriculum or an Ethical Dilemma From Chapter 4

Lost in translation. From Chapter 6

AIDS and Age-appropriate education From Chapter 4

Buddhism and the Caring of Animals From Chapter 7

Black and White and Shades of Grey From Chapter 8

New Bullying for the 21st Century From Chapter 11

First Responder: Hostage Situation at School Chapter 10

**Format of Case Study Presentation:**

Your presentation should last approximately 10 minutes. Presentation must be visual and should include a brief PowerPoint presentation and can have other visual components i.e. video clips, poster, pictures, etc. and handouts. One of the handouts should be a brief outline consisting of the following points:

* Overview of ethical dilemma considered in the chapter
* 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**

1. **Weekly Module 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 35 points]** **Due each week on Sunday, 11:59 pm.**
2. **Final Personal Code of Ethics.** This assignment is due in its final form during Session 10 (SEE ACTUAL DATE). It is worth 5 pts. Students need to pay particular attention to this assignment and use the rubric provided to design your final code of ethics. It is supposed to reflect what you have learned in the course. It should be much more detailed and explicit as a result of your studies of ethical philosophy from Shapiro and Stefkovich, Ciulla and articles supplied by the professor. **Initial code (5 PTS) + Final code (5 PTS) = 10 pts.**
3. **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 student 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 Ethicscould 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 rubric for this paper is located in **MODULE 1**.
4. **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 (created by the presenter) and A**LL MATERIALS USED WITH THE FACULTY PRESENTATION MUST BE Uploaded to Canvas (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 and have them complete the evaluation you have created. (3) Presentation of materials to instructor (load materials used in your presentation to Canvas Assignment Dropbox).

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

Module 1 Essay JAN 29 15 points

Weekly Assignments/Discussions (weekly) 35 points

Problem Based Project:

Group Case Study FEB 26 10 points

Initial Personal Code of Ethics (5 pts.) JAN 29 5 points

Final Personal Code of Ethics (5 pts.) APRIL 23 5 points

Module 9 Essay APRIL 29 10 points

Ethics Advocacy Paper/

Field Experience APRIL 16 20 points

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:**

1. Attendance: Class attendance and punctuality are expected and required. Students must meet the assignment deadlines described in the syllabus.
2. Excused absences: Students are granted excused absences (In an asynchronous distance course, absences may translate into submitting late assignment/s to Canvas). Late assignment submission may be excused 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 – as detailed in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)). Students who wish to have an excused absence (or submit late work) 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 [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) for more information on excused absences.
3. Make-Up Policy: Arrangement to make up a missed major examination/assignment (e.g., hour exams, mid-term exams, major papers) 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.
4. Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and 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 alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT
5. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) 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.

*Please note:*

* *Copying and/or pasting other individuals’ work and then presenting it as your own (intentional or unintentional) is considered plagiarism and is in direct violation of the Honesty Code. Violations of the Honesty Code may result in a zero for the assignment, a failing grade for the course, suspension and/or expulsion from the university.*
* *I expect you to produce original work for this class. You may not submit work for this class that you have previously completed for a different class. If you have any questions, please see me prior to submitting your assignment. You will receive a zero for work that too strongly resembles another course’s work.*

1. 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:
   1. Engage in responsible and ethical professional practices
   2. Contribute to collaborative learning communities
   3. Demonstrate a commitment to diversity
   4. Model and nurture intellectual vitality
   5. 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 |
| 1. 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 |
| 1. To develop knowledge of ethics theories and apply these models to personal and professional practice. | X | X | X |  | X |
| 1. To provide an overview of conducted research relative to ethical practices and their relationship to best practices of instructional leadership. |  | X | X | X | X |
| 1. 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 |
| 1. To develop leadership dispositions which ensure ethical and equitable learning opportunities and high expectations for all. | X | X | X | X | X |
| 1. To develop leadership dispositions related to advocacy for the school, community and profession. | X | X | X | X | X |