

**EDLD 8400/8406**

**Ethics for Leaders**

**Summer 2019**

2461 Haley on 5/19, 6/23, 7/14; 8a-12p

Asynchronous other weeks

Department of Educational Foundations, Leadership, and Technology

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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. The course will have a 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.

**Texts**

Ciulla, J. B. (2004). *Ethics, the heart of leadership.* (2nd Edition). Westport, CT: Praeger.

Beckner, W. (2004). *Ethics for Educational Leaders*. New York, NY: Pearson.

Bass, L., Frick, W. C., & Young, M. D. (Eds.). (2018). *Developing Ethical Principles for School Leadership: PSEL Standard Two*. Routledge.

*Alabama Educator Code of Ethics*: <http://www.alsde.edu/sec/ee/Documents/Alabama_Educator_Code_of_Ethics.pdf>

*Alabama Instructional Leadership Standards* <https://www.alsde.edu/sec/ee/ACLD/Alabama_Standards_for_Instructional_Leaders.pdf>

**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.

**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.

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment** | **Points** | **Percentage** |  | **Points** | **Grade** |
| Code of Self 1 | 15 | 8% |  |  |  |
| Code of Self 2 | 30 | 15% |  | 180-200 | A |
| Ethics Case Presentation | 30 | 15% |  | 160-179 | B |
| Code of Self 3 | 30 | 15% |  | 140-159 | C |
| Weekly Reflections (5 @ 10) | 50 | 25% |  | 120-139 | D |
| In Class Participation | 45 | 23% |  | < 119 | F |
|  | 200 | 100% |  |  |  |

**Assessments**

1. **Weekly Reflections**: 5 weekly reflection need to be submitted (out of 7 weeks possible). The first 4 weeks are required, the next 1 may be submitted at the student’s choice. Reflections are assessed on the quality and depth of reflection [specificity, clarity, accuracy, synthesis, reflection, and application]. Each reflection should have roughly three sections, and be no less than a single-spaced APA formatted page:
   1. Synthesis: The bulk of the grade comes from this portion, so it should be more substantial than the other two. Place each reading in conversation with another, either by drawing a conceptual thread throughout or contrasting tensions between the authors. An example of
   2. Reflection: The takeaways from the reading should then be applied a personally reflective manner in terms of how it deepens/alters your own conceptions, assumptions, or postures.
   3. Application: look forward to how your personal takeaways can inform future practice or actions. In short, how can your reflections be expressed in the school setting?
2. **Code of Self 1**: In roughly 2-4 pages, articulate a personal code that defines an ethical self. Indeed, following certain thinkers, a code is what constructs *individuality itself*. This code should draw from and include:
   1. An identification of your own core personal values
   2. The source/grounding of these values – e.g. upbringing, experience
   3. A self-vision statement – i.e. how these values can become ethical conduct for you
3. **Code of Self 2:** Given course readings, return to your first Code of Self. Given the arc of the class, Revise your original code of self with any new insights.
   1. Add a new section (5-7 pgs. total)
      1. Defining the ideological underpinnings of your code (e.g. objectivism, relativism, axiology),
      2. Link your particular view to an original thinker (e.g. Kant, Foucault, Mill).
      3. Justify out your stance (e.g. 'I support Bentham’s act over rule utilitarianism because I believe in a deontological form of justice.')

You'll want this to be a complete document, so attach this new section either before or after your first Code of Self, and have them flow together. Also, the three above points can all take place together along certain concepts (e.g. 'equity') or you can write a section on each.

*Note*: This section needs to go deep. It will be an iterative process – you may follow a line of thought only to find it doesn’t fit your overall code. You may choose to revise your original code, or you may try another line of thought—either way, *lean into this choice space*, because it is where you will be truly merging your values with your ethic.

1. **Ethics Case Study & Presentation**: From your own position or community, identify an issue that contains an ethical choice or ‘event’. It could be budget cuts, evaluation models, disciplinary actions, or a single interchange between a teacher and principal. Create a 10 minute presentation on the issue with materials (a PowerPoint or handouts).
   1. Explain the scene / site of tension
   2. Deconstruct the issue. Identify the ethical frames of each side (e.g. objectivism v. deontology), assumptions, and power relations that have created this ethical tension.
   3. Propose an alternate pathway that could be used to resolve this issue, or at least reframe it in a productive manner.
2. **Code of Self 3**: Given course readings, return to your first Code of Self. Given the arc of the class:
   1. Revise your original code of self with any new insights.
   2. Add a new section (5-7 pgs.) explaining how you will enact this ethic as a school leader. More specifically, how will your ethic:
      1. Comport with the mission/vision of the school itself (Bass Ch 1)
      2. Be modelled to other staff and students (Bass Ch 2)
      3. Support democratic principles (Bass Ch 3)
      4. Safeguard diversity and equity within democracy (Bass Ch 4)
      5. Adhere to legal dimensions (Bass Ch 5)
      6. Comport with notions of social justice and inclusion (Bass Ch 6)
   3. For each section on how your ethic interfaces with school leadership domains, be sure to cite/reference which values or ideologies support/oppose/frame the concept. *For example*, you may support social justice initiatives, but view their expression as one of equitable opportunity instead of outcome. You may therefore simultaneously support social justice as a virtue of *eudaimonia* (i.e. flourishing) for your students and community through parental outreach and increased ELL staffing, while resisting accountability scores as an indicator of success. This would be a deontological expression of social justice.
3. **In Class Participation**: Students should demonstrate that they have come to class prepared, ready to make meaningful comments about the readings and engage with one another in discussion.

**Class Policy Statements:**

Attendance: Class attendance and punctuality are expected and required. Students must meet the assignment deadlines described in the syllabus.

Excused absences/Late work: **Students who wish to have an excused absence or submit late work must contact the instructor in advance 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/deadline. **Unexcused late assignments will be granted a maximum of 70% of the grade and will receive a zero after one week.** 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)). 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.

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.

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

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

We expect students 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.

**Course Objectives and Standards Map**

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| --- | --- | --- | --- | --- |
| **Course Objectives and Assessments** | | | | |
| WR | CoS 1 | CoS 2 | Presentation | CoS 3 |
| 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 | X |
| To develop knowledge of ethics theories and apply these models to personal and professional practice. | | | | |
| X |  |  | X | X |
| To provide an overview of conducted research relative to ethical practices and their relationship to best practices of instructional leadership. | | | | |
| X |  | X | X | X |
| 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 |
| To develop leadership dispositions which ensure ethical and equitable learning opportunities and high expectations for all. | | | | |
| X | X |  | X | X |
| To develop leadership dispositions related to advocacy for the school, community and profession. | | | | |
| X | X | X | X | X |

**Course Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Theme** | **WEEK** | **DATE** | **Topics - See Canvas for Readings** |
| Basics | 1 | May 19 | **Haley 2442 9-5**  Topic: What is Ethical? Course Overview   * Ethics and Leadership Standards in Alabama * Illich, Why We Must * Beckner Ch 1-2 * Ciulla Ch 1-2   **Due**: **Code of Self 1** |
| Theory | 2 | May 26 | **Canvas**  Topic: Power 1   * Anderson & Grinberg 1998 * Ciulla p. 45-58 * Beckner Ch 3   **Due: Weekly Reflection 1** |
|  | 3 | Jun 2 | **Canvas**  Topic: Power 2   * Niesche & Haase 2012 * Ciulla Ch 4 * Beckner Ch 4   **Due: Weekly Reflection 2** |
|  | 4 | Jun 9 | **Canvas**  Topic: On Relation   * Taubman 2010 * Ciulla Ch 5 * Beckner Ch 5   **Due: Weekly Reflection 3** |
|  | 5 | Jun 16 | **Canvas**  Topic: Mass or Multitude?   * Pendola 2018 * Mason 2005 * Ciulla Ch 6   **Due: Weekly Reflection 4** |
| Practice | 6 | Jun 23 | **Haley 2442 9-5**  Topic: The Ethic of Care, Justice and Critique   * Krek & Zabel 2017 * Bass Ch 1 * Beckner Ch 6   **Due: Code of Self 2** |
|  | 7 | Jun 30 | **Canvas**  Topic: Modelling Ethics  Bass Ch 2 - 3  **Due: Weekly Reflection (Optional)** |
|  | 8 | Jul 7 | **Canvas**  Topic: Democratic Schools/Justice   * Bass Ch 4-5 * Ciulla Ch 6   **Due: Weekly Reflection (Optional)** |
|  | 9 | Jul 14 | **Haley 2442 9-5**  Topic: Diversity & Equity   * Bass Ch 6 * Adams * Pharr   **Due: Ethics Case Study & Presentation** |
|  | 10 | Jul 21 | Topic: Transformational Leadership II   * Beckner Ch 8 * Bass Ch 7   **Due: Weekly Reflection (Optional)** |
|  | 11 | Jul 28 | **Due Jul 28: Code of Self 3** |