



LDR 790 Leadership Ethics

Term: Fall 2019

Time: Arranged

Dates: 8/24/19 to 11/2/19

Professor Contact Information

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Course Description

LDR 790 Leadership Ethics

3 hours

This course is designed to provide the opportunity for candidates to learn philosophical theories and concepts that provide various and diverse ethical frameworks for educational practice. The historical perspectives regarding ethical decision making will be explored. Moral, social, political, and ethical issues of the contemporary American society as those issues impact the policies, programs, and practices of schools and related organizations will be reviewed. If an organization is to have a moral, social, and spiritual impact on American culture, it must also be engaged in a living context. Therefore, this course will also include autobiographical and ethnographic research methodologies in addition to mainstream social science methodologies.

Prerequisite Studies

None.

Diversity in the Oakland City School of Education

The School of Education (SoE) is committed to a core set of values that are reflected in a culture that promotes development of personal and professional integrity and engagement for the benefit of our society. As an academic community, the faculty and staff of the School of Education values:

- Diversity in all of its manifestations;
- Respect for the individual and deviating perspectives that challenge us;
- Collaboration; and
- Creativity in thought and action.

To further the mission of diversity in the School of Education, SOE has a primary goal that:

Encourages and supports an environment which presents and values diversity defined in accordance with CAEP Professional Standards as differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area.

The SoE is dedicated to preparing educators who value diversity in all its forms, differentiate instruction to accommodate diverse student populations, and interact with others in a professional and ethical manner. The SoE utilizes multiple indicators on clinical evaluations, dispositions assessments, and alumni and employer surveys to evaluate performance related to diversity.

Course Objectives

The candidate will develop and/or demonstrate a knowledge and understanding of the skills involved in the objectives and outcomes as presented and develop a positive attitude and values regarding the following as they apply to the specific objective or role (and its importance) as a leader in the organizational context:

1. The analysis, interpretation, application, and evaluation of ethical frameworks
2. The influence of external forces ...politics, religion, social issues, etc.

Instructional Design

Students will explore ethical leadership theories, concepts and application through course readings, lectures and presentations, group discussions, independent research, and small group projects.

Barger-Richardson Learning Resource Center

The Barger-Richardson Learning Resource Center is the student gateway to library resources at Oakland City University through www.oak.edu/library/Discover.html or coming to campus (605 W. Columbia Street, Oakland City, IN 47660). To ask questions or make comments about library services please call (812) 749-1269 or visit www.oak.edu/library/Ask.html.

Required Course Materials

The following resources are required in the completion of course learning activities.

Textbooks

Rebore, Ronald W. (2013). *The Ethics of Educational Leadership*. Allyn & Bacon Educational Leadership) 2nd Edition. Upper Saddle River, NJ: Merrill-Prentice Hall. ISBN 9780132907101

Assignments and Assessments	Grade Value
Assignment #1 Read Chapters 1, 2, and 3 Framework for Ethical Decisions	100 points
Assignment #2 Read Chapters 5 and 7 Selection of Ethical Issue in Education of Your Choice	100 points
Assignment #3 Read Chapters 8 and 9 Equity in Ethical Educational Leadership	200 points
Total Points	400 points

Learning Outcome: Upon successful completion of the learning activities, students should be able to understand and apply ethical leadership concepts to their daily leadership role. The candidate will be able to:

1. use their role as human capital manager to drive improvements in building leader effectiveness, including:
 - delegating tasks and responsibilities appropriately to competent staff members, monitoring their progress, and providing support as needed;
 - acutely focus on effective professional development, possess a deep and comprehensive understanding of best developmental practices, and continuously promote activities that contribute to the success of all; and
 - model personal behavior that sets the tone for all adult relationships in the organization, including modeling professional, ethical, and respectful behavior at all times and expecting the same behaviors from others.
2. build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results, including:
 - establishing an organizational culture of urgency in which building leaders, staff, and other key stakeholders relentlessly pursue behavioral excellence and

Standard 1: Human Capital Management

1.6 Leaders use their role as human capital manager to drive improvements in building leader effectiveness and achievement, including delegating tasks and responsibilities appropriately to competent staff members, monitoring their progress, and providing support as needed.

Standard 2: Instructional Leadership

2.6 Leaders are acutely focused on effective professional development, possess a deep and comprehensive understanding of best developmental practices, and continuously promote activities that contribute to the success of all.

Standard 3: Personal Behavior

3.1 Leaders model personal behavior that sets the tone for all adult relationships in the district, including modeling professional, ethical, and respectful behavior at all times and expecting the same behaviors from others.

Standard 4: Building Relationships

4.1 Leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results, including:

- establishing an organizational culture of urgency in which building leaders, staff, and other key stakeholders relentlessly pursue behavioral excellence.
- demonstrating awareness of the public and political nature of the leader position, an deftly engaging the public in addressing controversial issues.

Standard 5: Culture of Achievement

Leaders develop a culture of achievement aligned to the organization's vision of success for all, including:

- 5.5 ensuring full and equitable access to developmental programs and available supports.
- 5.6 Leaders develop a culture of achievement aligned to the organization's vision of success for all, including ensuring the use of positive and equitable behavior management systems and the consistent implementation of rules and routines.

SPA (ELCC) standards specifically applied in this course:

A leader uses their role as a human capital manager to drive improvements in building leader effectiveness. (ELCC Standard 1: Standard 1: Human Capital Management)

A leader who guides, facilitates, and supports the success of all by:

- advocating, nurturing, and sustaining culture that is shared and supported by the organization. (ELCC Standard 2: School Culture)
- managing operations and resources to provide a safe, efficient, and effective environment. (ELCC Standard 3: Management)
- practicing open, two-way communication and using collaborative strategies that respond to diverse community interests and needs. (ELCC Standard 4: Communication and Collaboration with Communities)
- personally demonstrating and promoting honesty, fairness, and professional ethics. (ELCC Standard 5: Acting with Honesty, Fairness, and Professional Ethics)
- understanding, responding to, and influencing larger political, social, legal, economic, and cultural environments and by recommending and implementing policy that guides organizational operations. (ELCC Standard 6: The Political, Social, Legal, Economic, and Cultural Environments)

A leader synthesizes and applies the knowledge and practice to develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work that is planned and guided cooperatively by the institution and school district personnel (or university, college, or business personnel as appropriate). (ELCC Standard 7: Internship Practicum (Field Experience) of Standards-based Work in Real Settings)

Assignments

All written assignments must be in “Third Person/Past Tense”.

1. Prepare a 2 to 3 page reflective, written summary of how these chapters provide a framework for making ethical decisions. Additionally, include points that the reader uses when faced with tough ethical decisions.
2. Prepare a 2 to 3 page scholarly paper outlining their leadership style and their ethical/moral framework for decision making and write how they would personally and professionally reconcile an educational or professional issue of their choosing. Possible Topics for Consideration:
 - Teacher and Employees Caring Guns in School
 - Public Education Funding Going to Private Schools
 - Zero-Tolerance Policy for Discipline and School Codes of Conduct
 - School Uniforms
 - Student Freedom of Speech and School Ability to Sensor Student Publications
3. Read and study the theories and arguments related to the topics and issues of diversity. The candidate is to relate the materials within the text that discuss diversity to the study

of leadership in both the public and private sectors directed toward the program of study within the Educational Leadership program (Superintendency, Academic Deanship, or Business CEO). Discern the arguments, evidence, and particulars of the information and reasoning discussed within the text and present a balanced presentation of ideas and concepts as it relates to diversity in the workplace. Candidates are required to search other texts and resources (refer to the course bibliography and other course texts) to support, enrich and expand knowledge beyond the assigned text. A succinct submission of 4 to 5 pages that addresses these issues is required.

Grading Scale

The University grading system consists of letter grades and grade points. The grading system for graduate programs is as follows:

Graduate Grading System			
Points	Grade	Value	Definition
388+	A	4.0	Superior
372-387	A-	3.7	Excellent
355-371	B+	3.3	High Average
340-355	B	3.0	Average
324-339	B-	2.7	Low Average
308-323	C+	2.3	Below Average, Counting as Graduate Credit
292-307	C	2.0	Below Average, Counting as Graduate Credit
00-291	F	0.0	Failure
	I		Incomplete
	WE		Instructor Withdrawal Excessive Absences
	W		

Objectives and Outcomes Matrix and Assignment Rubrics

The following rubrics and scoring guides are followed in the assessment of candidate performance with course learning activities.

Assignment 1: Written Summary (Framework for Making Ethical Decisions)

Candidate Name _____

	Points Earned
The candidate provided comprehensive and in-depth coverage of the assigned topic of leadership ethics. (IDOE 1.6, 2.6, 3.1, 4.1, 5.5, 5.6) (ELCC 3,4,5,6,7)	
The candidate demonstrated the importance of understanding and modeling persona, professional, and ethical behavior that set the tone for all relationships in the organization. (IDOE 1.6, 2.6, 3.1, 4.1, 5.5, 5.6) (ELCC 3,4,5,6,7)	
The candidate demonstrated understanding and knowledge of building relationships that ensure all stake holders work effectively and ethically to achieve desired results of the organization . (IDOE 1.6, 2.6, 3.1, 4.1, 5.5, 5.6) (ELCC 3,4,5,6,7)	
In the writings, the candidate used appropriate grammar, sentence structure, and spelling. The candidate's paper was organized, coherent, and well planned. The candidate's paper flowed smoothly and naturally. Transitions were logical and effective. Content included purposeful citing of IDOE and ELCC Standards as deemed appropriate by the instructor. (IDOE 1.6, 2.6, 3.1, 4.1, 5.5, 5.6) (ELCC 3,4,5,6,7)	
In the writings, the candidate cited professional, scholarly sources in the paper as references. The in-text citations and reference page adhered to standard APA documentation style. The format of the paper was professional in appearance. The candidate included an acceptable title page and reference page. Margins, fonts, and spacing were adequate for the assignment. IDOE and ELCC Standards were cited appropriately). (IDOE 1.6, 2.6, 3.1, 4.1, 5.5, 5.6) (ELCC 3,4,5,6,7)	

Points are determined by the following rating scale: 4 Superior 3 Very Good 2 Average 1 Poor

Instructor's Comments:

Evaluation Rubric: Written Paper (Selection of Ethical Issue in Education of Your Choice)

Assignment #2

Candidate Name _____

	Possible Points	Points Earned
The candidate provided comprehensive and in-depth coverage of the assigned topic of leadership ethics. (IDOE 1.6, 2.6, 3.1, 4.1, 5.5, 5.6) (ELCC 3,4,5,6,7)		
The candidate demonstrated the importance of understanding and modeling persona, professional, and ethical behavior that set the tone for all relationships in the organization. (IDOE 1.6, 2.6, 3.1, 4.1, 5.5, 5.6) (ELCC 3,4,5,6,7)		
The candidate demonstrated understanding and knowledge of building relationships that ensure all stake holders work effectively and ethically to achieve desired results of the organization. (IDOE 1.6, 2.6, 3.1, 4.1, 5.5, 5.6) (ELCC 3,4,5,6,7)		
In the writings, the candidate used appropriate grammar, sentence structure, and spelling. The candidate’s paper was organized, coherent, and well planned. The candidate’s paper flowed smoothly and naturally. Transitions were logical and effective. Content included purposeful citing of IDOE and ELCC Standards as deemed appropriate by the instructor. (IDOE 1.6, 2.6, 3.1, 4.1, 5.5, 5.6) (ELCC 3,4,5,6,7)		
In the writings, the candidate cited professional, scholarly sources in the paper as references. The in-text citations and reference page adhered to standard APA documentation style. The format of the paper was professional in appearance. The candidate included an acceptable title page and reference page. Margins, fonts, and spacing were adequate for the assignment. IDOE and ELCC Standards were cited appropriately). (IDOE 1.6, 2.6, 3.1, 4.1, 5.5, 5.6) (ELCC 3,4,5,6,7)		

Points are determined by the following rating scale: 4 Superior 3 Very Good 2 Average 1 Poor

Instructor’s Comments:

Assignment #3 Equity in Ethical Educational Leadership

Candidate Name _____

	Possible Points	Points Earned
The candidate provided comprehensive and in-depth coverage of the assigned topic of leadership ethics. (IDOE 1.6, 2.6, 3.1, 4.1, 5.5, 5.6) (ELCC 3,4,5,6,7)		
The candidate demonstrated the importance of understanding and modeling persona, professional, and ethical behavior that set the tone for all relationships in the organization. (IDOE 1.6, 2.6, 3.1, 4.1, 5.5, 5.6) (ELCC 3,4,5,6,7)		
The candidate demonstrated understanding and knowledge of building relationships that ensure all stake holders work effectively and ethically to achieve desired results of the organization. (IDOE 1.6, 2.6, 3.1, 4.1, 5.5, 5.6) (ELCC 3,4,5,6,7)		
In the writings, the candidate used appropriate grammar, sentence structure, and spelling. The candidate’s paper was organized, coherent, and well planned. The candidate’s paper flowed smoothly and naturally. Transitions were logical and effective. Content included purposeful citing of IDOE and ELCC Standards as deemed appropriate by the instructor. (IDOE 1.6, 2.6, 3.1, 4.1, 5.5, 5.6) (ELCC 3,4,5,6,7)		
In the writings, the candidate cited professional, scholarly sources in the paper as references. The in-text citations and reference page adhered to standard APA documentation style. The format of the paper was professional in appearance. The candidate included an acceptable title page and reference page. Margins, fonts, and spacing were adequate for the assignment. IDOE and ELCC Standards were cited appropriately). (IDOE 1.6, 2.6, 3.1, 4.1, 5.5, 5.6) (ELCC 3,4,5,6,7)		

Points are determined by the following rating scale: 4 Superior 3 Very Good 2 Average 1 Poor

Instructor’s Comments:

Bibliography

Students wishing to explore the course content further may wish to consider the following sources. Several of these readings are historic standards in understanding key principles and best practices in the course subject matter.

- Aristotle, B. (2000). *Books 1-3 from nichomachean ethics*. Cambridge: Cambridge University Press.
- Bolman, L. G. & Deal, T. E. (2002). *Refremiting the path to school leadership: A guide for teachers and principals*. Thousand Oaks, CA: Corwin Press.
- Charan, R., Drotter, S., & Noel, J. (2001). *The leadership pipeline: How to build the leadership-powered company*. San Francisco, CA: Jossey-Bass.
- Conger, J. A., Lawler, E. E., & Finegold, D. L. (2001). *Corporate boards: New strategies for*
- Goodlad, S. J. (2001). *The last best hope: A democracy reader*. San Francisco, CA: Jossey-Bass.
- Grubin, D. (2001). *Money and power: The history of business*. New York: John Wiley & Sons.
- Martusewicz, R. A. (2001). *Seeking passage: Post-structuralism, pedagogy, ethics*. New York: Teachers College Press.
- Maslow, A. H. & Bennis, W. (1998). *Maslow on management*. New York: John Wiley & Sons.
- Rebore, R. W. (2003). *A human relations approach to the practice of educational leadership*. Boston, MA: Allyn and Bacon.
- Roochnick, D. (1996). Teaching virtue: The contrasting arguments of antiquity. *Journal of Education*, 179, 1-13.
- Sellers, J. (1991). *Essays in American ethics*. New York: Jossey-Bass.
- Sergiovanni, T. J. (1992). *Moral leadership: Getting to the heart of school improvement*. San Francisco, CA: Jossey-Bass.
- Stevens, E. & Wood, G. H. (1995). *Justice, ideology, and education* (3rd ed.). New York: McGraw-Hill.
- Thompson, A. (Winter 1998). Not the color purple: Black feminist lessons for educational caring. *Harvard Educational Review*, 68, 522-554.

Vaill, P. B. (1998). *Spirited leading and learning: Process wisdom for a new age*. San Francisco, CA: Jossey-Bass.

Course Policies

The following policies apply to anyone participating in this course.

- **Academic Honesty** – Students are expected to respect and uphold accepted standards of honesty in writing examinations or submitting written work to instructors. Plagiarism, though occurring in many forms, in essence involves the presentation of another person’s work as if it were the work of the presenter. The results of research must be properly documented, and quoted material must be so designated. Students guilty of plagiarism or cheating may be suspended from the course and receive a failing grade.
- **Accommodations for Students with Special Needs** – Oakland City University actively supports the Americans with Disabilities Act which protects qualified individuals with disabilities from discrimination. Oakland City University will work with students and other associates to provide reasonable accommodations as provided in the Act. If a student or another associate believes he/she needs accommodations for class he/she should contact the Office for Campus Life at (812) 749-1421 or visit www.oak.edu/campus-life/student-services.php.
- **Bad Weather Policy** – Oakland City University uses the Nixle Emergency Notification System to contact staff, students, and members of the community about upcoming events, class cancellations due to severe weather, and on-campus emergencies. Students are encouraged to register for Nixle (www.nixle.com) to receive e-mail notifications about campus emergencies. The latest alerts also can be followed on Twitter ([@ocu47660](https://twitter.com/ocu47660)). Students may also check the following radio stations: WBIW-13.40 AM, WQRK-105.5 FM, or WPHZ-102.5 FM.
- **Document Formatting** – Assignments must be formatted according to the current edition of the APA style manual used in the program of study. Basic formatting protocols that should be followed include:
 - * Use correct spelling and grammar.
 - * Some assignments require a specific form or format—use as directed.
 - * Font size should be 12 point utilizing one of the following fonts: Arial, Calibri (body text), Georgia, or Times New Roman or equivalent.
 - * Do not use report covers or notebooks unless directed to do so—staple or binder clip assignment pages together as necessary or as required when submitted hardcopy.

- * Use your name, course number, and assignment name as the file name of a document when submitted electronically.
- * Be sure to include your name, course number, and contact information in your document as required by formatting guidelines (e.g., on the title page or at the end of the document) or as directed by the instructor.
- **Respect for Divergent Viewpoints and Diversity** – Students and faculty are to show appropriate respect for each other, and for divergent viewpoints expressed in the classroom. Such respect does not require agreement with or acceptance of divergent viewpoints.
- **Standards for Student Behavior** – As a denomination- affiliated university, the policies and guidelines of Oakland City University mandate student behavior to be consistent with Christian principles. Some behavior that is acceptable by the general public may not be acceptable on the Oakland City University campus.

Students at Oakland City University are expected to conduct themselves in an appropriate adult manner on and off campus and to conform to standards of propriety at all times. They should act with consideration for the rights of other students and for the reputation of the school and the community.

Inappropriate actions or activities occurring on or off-campus which may reflect upon the integrity or character of Oakland City University will be addressed based on the guidelines and policies of disciplinary action found in this handbook. The University reserves the right to dismiss a student whose conduct is detrimental to the general welfare of the school or community.

For a further explanation concerning the Christian principles which Oakland City University follows as well as the General Baptist Concepts of Morality, a copy of the General Baptist Social Principles Handbook may be obtained through the University Bookstore, or you may ask for the desk copy from any Resident Hall Director, Resident Assistant, or the Office for Campus Life.

- **Use of Inclusive Language** – Students are expected to use non-sexist inclusive language as appropriate in the completion of course assignments and participation in classroom discussions. The use of male gender terms to describe individuals, groups, titles, or roles that can include the female gender should be rewritten to more accurately reflect that both genders are being addressed. In cases where only one gender is clearly intended, language should be used that reflects that gender.

Targeted Standards of Course Learning

The following mission statements and attached document, Standards for Reference, are to be applied in the teaching of the course as appropriate to the school and degree program enrolled in taking the course.

OCU Mission Statement

Oakland City University is a Christian faith-based learning community dedicated to the enhancement of intellectual, spiritual, physical and social development for positive leadership.

OCU School of Education Mission Statement

The School of Education at OCU is a collaborative learning community dedicated to:

- Academic knowledge, technological skills, pedagogical proficiency, and lifelong learning
- The preparation for gainful employment through academic excellence
- The promotion of Christian ethical and moral values
- The enhancement of each student practitioner's intellectual, physical, spiritual, and social development
- Community service through positive leadership

School of Education – Graduate Programs Conceptual Framework and Objectives

The purpose of the Conceptual Framework (CF) as it relates to graduate studies in the School of Education (SOE) is to provide a foundation and organizational system through which candidates accomplish the primary objective of the program.

This objective is to advance the knowledge, skills, and disposition of those serving in leadership positions in the educational and business communities.

The OCU School of Education promotes development of effective educators who master knowledge, skills, and dispositions which enable servant leaders to positively impact the next generation of learners. The learning outcomes that flow out of the primary objective are to develop a student that:

- has advanced skills in one's specialized content area(s) and has the knowledge of and uses the tools of inquiry as part of the on-going educational process while demonstrating ethical leadership in creating positive working or learning environments for employers and students;
- has advanced knowledge of human development and uses the information to support the advancement of humankind's intellectual, social, and personal development within a business or educational community environment;
- has an in-depth understanding of diversity issues in life and their inherent value;
- models a variety of current leadership skills that assist employees/students to become critical thinkers and analytical problem solvers;
- guides, facilitates, and supports the success of all learners by providing leadership in curriculum development learning assessment, instructional supervision, and program

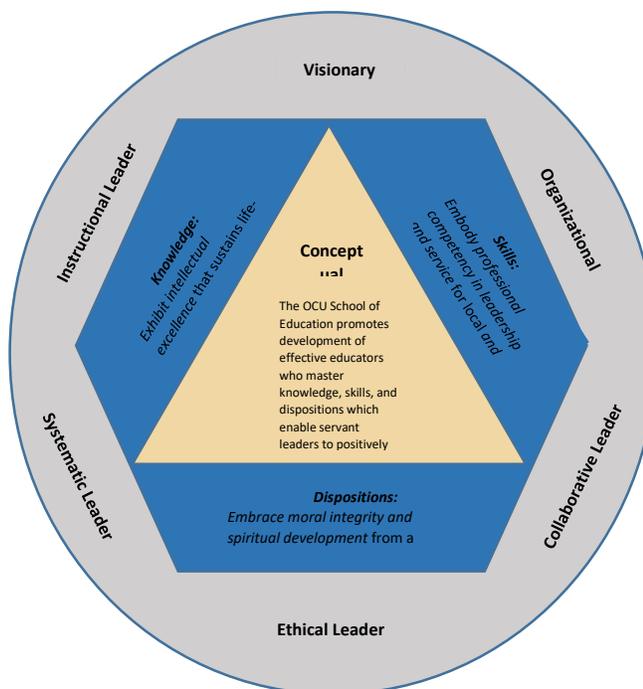
evaluation conducive to student learning, personnel professional growth, and district and organizational accountability;

- uses collaboration within a positive organizational or learning environment with his or her employees, students, and work community;
- effectively uses a variety of communication techniques that foster inquiry and collaboration within the work environment;
- develops a leadership style that incorporates technological delivery systems with colleagues that enhance business and educational communication and community support;
- reflects on his or her leadership techniques and styles and experiences and adapts them to meet business, education, or community needs as he or she flourishes professionally through active participation in professional organizations, community organizations, and community service activities; and
- serves the community and assists as a community resource person in the community in which he or she is employed.

Conceptual Framework OCU School of Education Advanced Programs

SOE Conceptual Framework Components

1. Skills
 - 1.1 Technological Skills
 - 1.2 Pedagogical proficiency
2. Disposition
 - 2.1 Promotion of ethical and moral values
 - 2.2 Community service through positive leadership
 - 2.3 Lifelong learning and Collaboration
3. Knowledge
 - 3.1 Knowledge of Student
 - 3.2 Knowledge of Content



Courseware Usage

This syllabus is intended to reflect accurately all aspects of the course learning experience. However, Oakland City University or the professor reserves the right to modify any portion of this syllabus as necessary because of events and circumstances that occur during the course.

No part of this course, including the syllabus, lessons, handouts, presentations, web pages, audio or video media, etc., may be reproduced or transmitted in any form by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of Oakland City University, except when used for instructional purposes during which Oakland City University and the professor is acknowledged as the source of the material.

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