**Course Description:**
This course is intended to provide future and practicing administrators with a mindful framework for constructing the questions necessary to realize the moral/ethical dimensions that are currently at stake in our educational institutions with an emphasis on ethical dilemmas involving human resource administration. From this heightened awareness, we will work as a community of learners to together build reasoning, motivation, and implementation strategies to solve these ethical dilemmas as they arise within our schools today (Rest, et.al., 1999). Through readings, discussions, and case analysis, we will draw upon our past experiences to help inform our future ethical decision making abilities. The hope is that students who take this course, who are future or practicing administrators, will demonstrate “preferred patterns of professional practice” not only in relation to student academic outcomes but also in the ethical leadership of schools (Ozar, 1994).

**Introduction:**
Within educational leadership there are multiple influences that have the power and authority to “lead us away from the path that best embodies who we were meant to be” (Neafsey, 2003). With an increase in federal and state mandates, radical changes to teacher and administrator evaluations, and an ever-increasing diverse and global population to educate within our public schools, school leaders are often faced with ethical dilemmas concerning students, their families, and the educational community at large. To begin to address these ethical dilemmas, and the multiple influences vying for attention, the educational leader must become aware of what is morally/ethically at stake in the situation and must possess reasoning and other reflective skills leading to judgments about what ought to be done, given what is morally/ethically at stake in the situation (Ozar, 2001). This course will begin to build this awareness and these reasoning skills by asking the student to examine the nature of a profession through person-to-person narrative and case-to-case analysis. In particular, our beginning questions will be: 1) What makes education a profession? 2) What are the obligations that we have as a professional? 3) How does our vocation influence these obligations?

Using our professional obligations as a framework for dialogue, we will discern how our profession states its central values within the various school organizational mission statements and ethical codes of conduct. We will then explore the extent to which these mission statements and ethical codes of conduct align with our personal calling to serve as educational leaders. In particular, we will try to articulate our profession’s central values as they pertain to the following questions:

a. How do we best care for children and teachers?
b. What are the institutional situations that we face today?
c. How do we create a culture of sustained change fostering the intrinsic interests of teachers and leaders to do good work? (Fullan, 2002)

**Conceptual Framework:**
This course is designed for students whose goal is to be a school leader – regardless of specific position. “Professionalism in Service of Social Justice,” Loyola Chicago’s School of Education’s conceptual framework, represents the foundation upon which this course has been developed. In support of this fundamental tenant of...
leadership development, this course rests on the belief that when an educational leader practices professional ethical behavior that is aligned with his/her own personal ethical belief system, that this leader will act with integrity and truly fulfill his/her vocation. This vocation being the call to lead schools with “moral purpose writ large – principled behavior connected to something greater than ourselves that relates to human and social development” (Fullan, 2002)

Dispositions:
The Loyola School of Education requires each course to assess student dispositions as part of the course grade. These dispositions, Professionalism, Fairness, and the Belief that all students can learn, are indicators of growth for different levels in the program. Full transparency will be critical to ensure that students are able to meet the expectations of the developmental disposition standards therefore a rubric for the dispositions assessed in this course is provided in this syllabus.

Diversity:
In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. While our student population becomes more and more diverse, the teaching staff of our schools remains predominately white and female - the supervisory staff predominately white and male. As we explore ethical dilemmas related to human resource management and leadership within schools, we will be mindful of our professional obligation to create positive will and sustained capacity to ensure that all educational stakeholders within our schools may fulfill the promise of public education.

Technology:
The information pertinent to school organizations, ethics, and leadership constantly changes. Therefore, throughout this course, students will develop and practice skills in locating and using on-line resources critical to these topics. Students will be expected to utilize SAKAI as a means for conducting class business as well as a tool for discussions outside of class through the chat room/discussion board feature. Additionally, all participants will use ethical conduct as prescribed by the chat room/discussion board ethical code of conduct that will be drafted during the first class session.

Academic Honesty:
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility
Students who have disabilities that they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/

Harassment (Bias Reporting)
It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/
Course Objectives aligned with and stated by the Educational Leadership Program Standards (ELCC) and the Illinois State Board of Education

Use motivational theory to create human resource conditions that motivate staff, students and families to achieve the school’s vision. (ELCC 1.2; ISBE 2B)

Frame, analyze, and resolve problems using appropriate problem solving techniques and decision-making skills. (ELCC 1.4; ISBE 1C)

Identify and critique several theories of leadership and their application to various school environments. (ELCC 1.1; ISBE 1E)

Manifest a professional code of ethics and values. (ELCC 5.1; ISBE 1G)

Identify needs for professional development, to organize, facilitate, and evaluate professional development programs, to integrate district and school priorities, to build faculty as resource, and to ensure that professional development activities focus on improving student outcomes. (ELCC 2.4; ISBE 4A)

Apply effective job analysis and performance appraisal procedures for both certified and non-certified employees. (ELCC 3.3; ISBE 4C)

Identify and apply appropriate policies, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel, with attention to issues of equity and diversity. (ELCC 3.1 & 5.2; ISBE 4E)

Apply a systems perspective, viewing schools as interactive internal systems operating within external environments. (ELCC 1.3 & 4.2; ISBE 6B)

Use appropriate interpersonal skills. (ELCC 5.1; ISBE 7A)

Use appropriate written, verbal, and nonverbal communication in a variety of situations. (ELCC 1.3; ISBE 7B)

Apply appropriate communication strategies. (ELCC 1.2; ISBE 7C)

Apply counseling and mentoring skills, and utilize stress management and conflict management techniques. (ELCC 2.1; ISBE 7E)

Use technology, telecommunications and information systems to enrich curriculum and instruction. (ELCC 2.3; ISBE 9A)

Make decisions based on the moral and ethical implications of policy options and political strategies. (ELCC 5.3 & 6.1; ISBE 11E)

Course Objectives aligned with and stated by the Interstate School Leaders Licensure Consortium of the Council of Chief State School Officers (ISLLC) (2008):

Standard 5 – An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Knowledge Indicators:
5A. Understands the purpose of education and the role of leadership in modern society.
5B. Recognizes various ethical frameworks and perspectives on ethics.
5C. Understands the values and challenges of the diverse school community.
5D. Is aware of the professional code of ethics.

Performance Indicators:
5E. Analyzes school problems with an understanding of major historical, philosophical, ethical, social and economic influences in a democratic society.
5F. Manifests a professional code of ethics and values.
5G. Bases decisions on the moral and ethical implications of policy options and political strategies.
5H. Promotes the values and challenges of the diverse school community.
Communicates effectively with various cultural, ethnic, racial, special interest groups and other diverse populations in the community.

Treats people fairly, equitably and with dignity and respect, and protects the rights and confidentiality of others.

Encourages others in the school community to demonstrate integrity and exercise ethical behavior.

**Ordering Books/Required Texts:**
You can order your books online via your favorite book vendor or through the university options. You can go directly to www.luc-wtc.bkstr.com, click on "Textbooks & Course Materials," select the Spring 2014 term, then enter your course information (department, course number and section number). Click "submit" and you can choose "Add to Cart and add another Course" or "Add to Cart and go to Cart." With a full shopping cart, simply enter in your method of payment and they can either have the books held aside for you in the store or you can have them shipped directly to your house. Electronic versions are also acceptable to use. I would encourage you to purchase the books to keep in your professional library if you plan to work within the HR field of Education.

ISBN # 9780132907101

ISBN # 9780415874595

ISBN # 978-1-59311-527-2

ISBN #9780415887397

**Additional Readings:**
- A discussion and reading collection will be provided to you through the SAKAI system. Articles and activities from this collection that need to be read/reviewed before class will be placed in the session folder at least the week before the class in which they will be used.

**Things you need to find and bring to class:**
- You will need a copy of your school/district mission, the district’s teachers’ and administrators’ contracts and their respective evaluation tools. Additionally, you will need your school’s Faculty Handbook. Finally, if available, please bring any Board Polices that relate to Staff Conduct, Mentoring or a Code of Ethics. Please note the date in the course calendar that they are requested.
- You will need to have access to, and be familiar with SAKAI– Loyola University Chicago’s on-line classroom. Additional readings, submission of assignments and the on-line ethics chat room will occur through SAKAI.

**Supporting Reference Literature:**
See list of articles and references at the end of this syllabus.

**Evaluation:**

- Class Participation and Dispositions 20%
- Code of Professional Ethics Part 1 10%
- Case Analysis (3 in total) 30%
- Revised Code of Professional Ethics Part 2 20%
- Final Paper: 20%

  Case analysis and resolution: Using your revised code of professional ethics

*Assignments will not be accepted past the stated due date on the syllabus. References must be cited using APA style 6th edition.*

**ALL OUT OF CLASS WRITTEN ASSIGNMENTS MUST BE TYPED AND DOUBLE SPACED.** It is the expectation that assignments are written at a professional level using correct English grammar and syntax, organized thought and higher level thinking skills. A rubric for each assignment is attached to this syllabus. If a student is not satisfied with his or her grade, all assignments may be rewritten and resubmitted for reevaluation.
Participation in Classroom and Online Discussions  
10% = 12 points
Students will participate in oral discussions based on weekly readings, cases and other course materials and be expected to continue these conversations on-line through the use of the SAKAI chat room. It is expected that students will actively contribute to discussions on a regular basis and follow chat room ethical conduct as prescribed by the chat room ethical code of conduct that we will create together in class. The student’s participation score will be based on the contributions to class and electronic chat room discussions.
*(All Course Objectives – with special attention to ELCC5.1, ISBE 1G; ELCC 5.1, ISBE 7A; ELCC 2.1, ISBE 7E; ELCC 2.3, ISBE 9A)*

Developmental Dispositions  
10% = 11 points
In addition, students will be evaluated on the School of Education’s dispositions. These dispositions, *Professionalism, Fairness, and the Belief that all students can learn*, are indicators of growth for different levels in the program. The rubric for these dispositions is included in this syllabus.

Code of Professional Ethics Part 1  
10% = 9 points
Students will construct and articulate, through a written document, their professional code of ethics pertaining to educational leadership. Students may or may not choose to reference existing codes within the profession. Students will rank order these values, and justify these rankings, listed within their code. Ranking is a process of deciding which value should be sacrificed for others when all cannot be had at once. Of most importance is for you, the student, to create a professional code of ethics that articulates your personal values of the ideal leader you want to be with attention to why you chose, or were called, to be an educational leader.
*(ELCC 1.2, ISBE 2B; ELCC 1.1, ISBE 1E; ELCC 1.3 74.2, ISBE 6B; ELCC 1.3, ISBE 7B, ELCC 1.2, ISBE 7C; ELCC 5.3 & 6.1, ISBE 11E)*
Due: 2/3/2014

Case Analysis (3 in total)  
30% = 36 points
Students will be provided an ethical dilemma to resolve that involves human resource management and leadership issues in schools. Students will then formulate a carefully reasoned judgment, based on ISSLC Standard #5 and professional codes of ethics, about how the issue should be resolved specifically using the assigned ethical framework for that case. The three frameworks that will be individually assigned to each case analysis paper are: value maximizing ethics, rule-based ethics, and ethics of care.
*(NCATE ELCC 1.2, ISBE 2B; ELCC 1.4, ISBE 1C; ELCC 1.1, ISBE 1E; ELCC 2.4, ISBE 4A; ELCC 3.3, ISBE 4C; ELCC 3.1 & 5.2, ISBE 4E; ELCC 1.3 & 4.2, ISBE 6B; ELCC 1.3, ISBE 7B; ELCC 1.2, ISBE 7C; ELCC 5.3 & 6.1, ISBE 11E)*

Revised Code of Professional Ethics Part 2  
20% = 12 points
Now that we have studied multiple codes of ethics and school missions, as well as, studied three ethical frameworks, you, the aspiring/current school administrator, are now asked to reflect upon your initial code of professional ethics that you wrote at the beginning of the term. Keep and/or reconstruct all or part of your code. Rank order again the values listed within your professional code. Explain why you have kept or revised all or a part of your code and its rankings in light of what you have learned within this course. Be sure that your code articulates and integrates your personal values of the ideal leader you want to be with attention to your calling to be an educational leader. Please be sure to apply theory to practice by using support from relevant texts, theories and discussions to strengthen your reasons and ground your thinking. So that I can understand your revisions, please attach your first professional code assignment to this paper as an appendix.
*(ELCC 1.2, ISBE 2B; ELCC 1.1, ISBE 1E; ELCC 1.3 74.2, ISBE 6B; ELCC 1.3, ISBE 7B, ELCC 1.2, ISBE 7C; ELCC 5.3 & 6.1, ISBE 11E)*
Due: 4/21/2014

Final: Case analysis and resolution: Using your revised code of professional ethics  
20% = 15 points
On the night of the final, 5/5/2014, you will be given a case that we have not analyzed or discussed in class. Formulate a carefully reasoned judgment about how the issue should be resolved based on one or more of the ethical theories we have studied and specifically on the basis of your aforementioned code of professional ethics. Be sure that your judgment and resolution demonstrates ethical professional integrity – the ability to think and act in an integrated manner that honors your personal and professional ethical values. Remember, when we act with integrity, we are true to our calling; “we act in a way in which our deep gladness and the world’s deep hunger meet” *(Buechner, 1993)*
*(All Course Objectives)*
Due 5/5/2014
Course Essential Questions and Outcomes

I. What is the nature of a profession? What makes educational leadership a profession?

II. Who are our clients?

III. What is the ideal relationship between a member of our profession and its client(s)?

IV. As a profession, what are the obligations that we have as a professional? In particular, what are our obligations to each of our client groups?

V. What sacrifices are required of members of the profession and in what respects do the obligations of this profession take priority over other morally relevant considerations affecting its members (Ozar, 1994).

VI. In light of our discussions (Items 1 – 5), what are the central values of our profession?

VII. How are our profession’s central values stated, as articulated in various school organizational mission statements and ethical codes of conduct, within the education profession? To what extent do these mission statements and ethical codes of conduct align with our personal calling to serve as educational leaders? In particular what are our profession’s central values as they pertain to the following questions:
   i. How do we best care for children/teachers?
   ii. What are the major institutional situations that we face today?
   iii. How do we create a culture of sustained changed fostering the intrinsic interests of teachers and leaders to do good work? (Fullan, 2002)

VIII. Practice with our profession’s ethical codes of conduct and various ethical approaches.

   a. Learning the four-step decision model.
      i. Identifying the alternatives.
      ii. Determining what is morally/ethically at stake by reason of our social roles (professional obligations) through person-to-person narratives and case-to-case analysis.
      iii. Determining what is morally/ethically at stake beyond our social roles through person-to-person narratives and case-to-case analysis.
      iv. Determining what ought to be done, all things considered

   b. Understanding and using the concept of the greatest good for the greatest number of individuals – value maximizing consequentialism.

   c. Understanding and using the concept of what might be good for the profession as a whole – deontology/ rule based theories.

   d. Understanding and using the concept of what might be respectful of people and relationships – ethics of care.

IX. Continued analysis and dialogue with our profession’s ethical codes of conduct and various ethical approaches in an attempt to solve real-world ethical dilemmas concerning human resource management in schools.

Instructor/Course Evaluation

Students, through the use of an on-line evaluation instrument, will evaluate the instructor and course at the end of the term. Each evaluation will cover the quality and relevance of course material and the quality of instruction. The intent is to seek information, which will help to improve both the quality of the course and instructional competence. In completing these evaluations, the each student should be mindful of the extent to which the course objectives have been met.

Essential IDEA online course assessment objectives:

3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
10. Developing a clearer understanding of, and commitment to, personal values
Rubrics for Assignments

EPLS 561 Seminar in Current Issues in Administration: The Ethics of Human Resources
Spring 2014

**Participation in Classroom and Online Discussions (12 points)**

<table>
<thead>
<tr>
<th>Score</th>
<th>Score Point Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Consistently contributes to class discussions. Consistently contributes to SAKAI chat room and observes chat room code of ethical conduct. Often leads in small group work.</td>
</tr>
<tr>
<td>9</td>
<td>Contributes in class discussions. Contributes to SAKAI chat room and observes chat room code of ethical conduct. Leads in small group work.</td>
</tr>
<tr>
<td>6</td>
<td>Sometimes contributes in class discussions. Sometimes contributes to SAKAI chat room and observes chat room code of ethical conduct. Rarely leads in small group work.</td>
</tr>
<tr>
<td>3</td>
<td>Rarely contributes in class discussions. Does not participate in SAKAI chat room or fails to observe chat room code of ethical conduct. Does not lead in small group work.</td>
</tr>
</tbody>
</table>

**Student Dispositions (11 points)**

<table>
<thead>
<tr>
<th></th>
<th>Target (1)</th>
<th>Acceptable (.5)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROFESSIONALISM</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate meets all</td>
<td>Candidate meets all deadlines consistently.</td>
<td>Candidate meets deadlines with a few exceptions.</td>
<td>Candidate frequently does not meet deadlines.</td>
</tr>
<tr>
<td>deadlines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate is able to</td>
<td>Candidate consistently works with peers in a positive manner.</td>
<td>Candidate works with peers in a positive manner most of the time.</td>
<td>Candidate is unable to work with peers on assignments causing disruption to the group process.</td>
</tr>
<tr>
<td>work with peers on</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>assignments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate attends class</td>
<td>Candidate consistently attends class and is always punctual.</td>
<td>Candidate attends class and is punctual with a few exceptions.</td>
<td>Candidate frequently misses class and/or is often tardy.</td>
</tr>
<tr>
<td>and is punctual to class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate honestly and</td>
<td>Candidate honestly and accurately cites other’s work in a consistent</td>
<td>Candidate honestly cites other’s work but at times is not accurate with the exact citation.</td>
<td>Candidate misrepresents other’s work as his/her own.</td>
</tr>
<tr>
<td>accurately cites other’s</td>
<td>manner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate communicates</td>
<td>Candidate consistently communicates in a prompt manner (either by email or phone) with faculty.</td>
<td>Candidate usually communicates with faculty in a prompt manner (either by email or phone).</td>
<td>Candidate does not communicate with faculty in a prompt manner causing much disruption to the implementation of the candidate’s program.</td>
</tr>
<tr>
<td>promptly with faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate uses technology in the classroom only for academic purposes</td>
<td>Candidate consistently uses technology in the classroom only for academic purposes.</td>
<td>Candidate uses technology in the classroom for academic purposes with a few exceptions.</td>
<td>Candidate uses technology inappropriately often checking personal email and/or surfing the web in the classroom.</td>
</tr>
<tr>
<td>Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards.</td>
<td>Candidate consistently demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards.</td>
<td>Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards with few exceptions.</td>
<td>Candidate demonstrates unethical behavior (such as dishonesty, cheating, or spreading gossip) in graduate work.</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td><strong>FAIRNESS</strong></td>
<td>Candidate is able to reflect and respect other points of view within the university setting</td>
<td>Candidate respects other points of view with few exceptions. In the case of these exceptions, the candidate reflects to remedy the situation within the university setting.</td>
<td>Candidate does not respect other points of view. The candidate does not reflect upon his/her unfair behavior and does not attempt to remedy the situation within the university setting.</td>
</tr>
<tr>
<td><strong>ALL STUDENTS CAN LEARN</strong></td>
<td>Candidate demonstrates a belief that all students can learn within the university setting</td>
<td>Candidate demonstrates a belief that all students can learn within the university setting with a few exceptions.</td>
<td>Candidate does not demonstrate a belief that all students can learn within the university setting.</td>
</tr>
<tr>
<td>Candidate demonstrates respect for cultural differences within the university setting</td>
<td>Candidate demonstrates respect for cultural differences within the university setting and continually seeks to gain greater inter-cultural competence.</td>
<td>Candidate demonstrates respect for cultural differences within the university setting with few exceptions. The candidate seeks to gain greater inter-cultural competence.</td>
<td>Candidate does not demonstrate respect for cultural differences within the university setting and does not seek to gain inter-cultural competence.</td>
</tr>
<tr>
<td>Candidate demonstrates social justice within the university setting</td>
<td>The candidate advocates strongly for social justice within the university setting in both word and deed.</td>
<td>The candidate supports social justice within the university setting in both word and deed.</td>
<td>The candidate’s words and deeds within the university setting do not support the principles of social justice.</td>
</tr>
</tbody>
</table>

**Code of Professional Conduct – First Iteration (9 points)**

<table>
<thead>
<tr>
<th>Purpose &amp; Goals</th>
<th>Target (3)</th>
<th>Acceptable (2)</th>
<th>Unacceptable (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional code is clearly articulated and values are in ranked order.</td>
<td>Professional code is understandable and/or values are listed without ranking.</td>
<td>Professional code is vague with values that are not well connected.</td>
<td></td>
</tr>
<tr>
<td>Value Ranking</td>
<td>Value ranking has been fully explained with rationale describing why each value is ordered as is</td>
<td>Ranking is partially explained and has rationale that is either unclear or missing.</td>
<td>Ranking is not explained.</td>
</tr>
<tr>
<td>Integration between the Personal and the Professional</td>
<td>Code integrates personal values with the student’s conception of an “ideal” school leader.</td>
<td>Code somewhat integrates personal values with the student’s conception of an “ideal” school leader.</td>
<td>Code does not integrate personal values with the student’s conception of an “ideal” school leader.</td>
</tr>
<tr>
<td>Score</td>
<td>Target (3)</td>
<td>Acceptable (2)</td>
<td>Unacceptable (1)</td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
<td>----------------</td>
<td>------------------</td>
</tr>
<tr>
<td><strong>Case Synopsis &amp; identified ISSLC standards</strong></td>
<td>A succinct and complete case synopsis is provided. Appropriate ISSLC standards and Professional Codes of Ethics are identified and referenced specifically to the facts of the case</td>
<td>A complete case synopsis is provided. Appropriate ISSLC standards and Professional Codes of Ethics are identified but not clearly referenced specifically to the facts of the case.</td>
<td>A weak or unclear case synopsis is provided. Appropriate ISSLC standards and Professional Codes of Ethics are not provided.</td>
</tr>
<tr>
<td><strong>Relationship between the case and the standards</strong></td>
<td>A strong relationship is stated between the standards and the facts of the case.</td>
<td>A weak relationship is stated between the standards and the facts of the case.</td>
<td>The relationship between the standards and the facts of the case is not stated.</td>
</tr>
<tr>
<td><strong>Identification of the ethical dilemma(s) presented in the case</strong></td>
<td>Ethical dilemma(s) are identified and referenced specifically to the facts of the case</td>
<td>Ethical dilemma(s) are identified and referenced but do not relate specifically to the facts of the case.</td>
<td>Ethical dilemma(s) are identified and referenced but are not relevant to the facts of the case.</td>
</tr>
<tr>
<td><strong>Use of assigned ethical lens and resolution proposed</strong></td>
<td>Using the appropriate arguments and logic for the assigned ethical lens, a considered opinion/resolution is completely articulated and justified.</td>
<td>Using the appropriate arguments and logic for the assigned ethical lens, a considered opinion/resolution is not completely articulated and justified.</td>
<td>A considered opinion/resolution is not articulated and justified.</td>
</tr>
</tbody>
</table>
### Code of Professional Conduct – Redux (12 points)

<table>
<thead>
<tr>
<th>Score</th>
<th>Purpose &amp; Goals</th>
<th>Value Ranking</th>
<th>Evidence of shift in thinking or support for maintaining current viewpoint</th>
<th>Integration between the Personal and the Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target (3)</td>
<td>Professional code is clearly articulated and values are in ranked order. First code is attached.</td>
<td>Ranking has been fully explained.</td>
<td>Detailed explanation is given for keeping or changing the rankings within the professional code.</td>
<td>Code integrates personal values with the student’s conception of an “ideal” school leader with attention to vocation and calling utilizing relevant theory to support the student’s conception.</td>
</tr>
<tr>
<td>Acceptable (2)</td>
<td>Professional code is understandable and/or values are listed without ranking. First code is attached.</td>
<td>Ranking is partially explained.</td>
<td>Some explanation is given for keeping or changing the rankings within the professional code.</td>
<td>Code somewhat integrates personal values with the student’s conception of an “ideal” school leader with attention to vocation and calling with limited support from relevant theory to support the student’s conception.</td>
</tr>
<tr>
<td>Unacceptable (1)</td>
<td>Professional code is vague with values that are not well connected. First code</td>
<td>Ranking is not explained.</td>
<td>Minimal explanation is given for keeping or changing the rankings within the professional code.</td>
<td>Code does not integrate personal values with the student’s conception of an “ideal” school leader with attention to vocation and calling or lacks any use of relevant theory to support the student’s conception.</td>
</tr>
</tbody>
</table>

### In class Final: Case analysis and resolution: Using your revised code of professional ethics (15 points)

<table>
<thead>
<tr>
<th>Score</th>
<th>Case Synopsis &amp; identified ISSLC standards</th>
<th>Relationship between the case and the standards</th>
<th>Identification of the ethical dilemma(s) presented in the case</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target (3)</td>
<td>A succinct and complete case synopsis is provided. Appropriate ISSLC standards and Professional Codes of Ethics are identified and referenced specifically to the facts of the case.</td>
<td>A strong relationship is stated between the standards and the facts of the case.</td>
<td>Ethical dilemma(s) are identified and referenced specifically to the facts of the case.</td>
</tr>
<tr>
<td>Acceptable (2)</td>
<td>A complete case synopsis is provided. Appropriate ISSLC standards and Professional Codes of Ethics are identified but not clearly referenced specifically to the facts of the case.</td>
<td>A weak relationship is stated between the standards and the facts of the case.</td>
<td>Ethical dilemma(s) are identified and referenced but do not relate specifically to the facts of the case.</td>
</tr>
<tr>
<td>Unacceptable (1)</td>
<td>A weak or unclear case synopsis is provided. Appropriate ISSLC standards and Professional Codes of Ethics are not provided.</td>
<td>The relationship between the standards and the facts of the case is not stated.</td>
<td>Ethical dilemma(s) are identified and referenced but are not relevant to the facts of the case.</td>
</tr>
<tr>
<td>Use of selected ethical lens and resolution proposed</td>
<td>Using the appropriate arguments, theory and logic for the selected ethical lens, a considered opinion/resolution is completely articulated and justified.</td>
<td>Using the appropriate arguments, theory and logic for the selected ethical lens, a considered opinion/resolution is not completely articulated and justified.</td>
<td>A considered opinion/resolution is not articulated and justified or is not supported with appropriate arguments, theory and logic for the selected ethical lens.</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Integration of the student’s Personal Professional Code of Ethics</td>
<td>Resolution is fully explained and justified based specifically on the student’s Personal Professional Code of Ethics.</td>
<td>Resolution is partially explained and justified based generally on the student’s Personal Professional Code of Ethics.</td>
<td>Resolution is not explained and is not justified upon the student’s Personal Professional Code of Ethics.</td>
</tr>
</tbody>
</table>

### COURSE CALENDAR  
**Spring 2014**  
Dr. Christopher L. Finch  
**Mondays 7 – 9:30 p.m.**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING TO BE DONE IN ADVANCE</th>
<th>ASSIGNMENT DUE</th>
</tr>
</thead>
</table>
| 1/13/2014  | Introduction and overview  
What is an Ethic?  
Where do ethics exist in our cognitive make-up?  
The nature of Ethics in Human Resources | Rebore chpt 4  
Rebore chpt 2  
*SAKAI readings | Background information  
Begin cyber code of ethical conduct |
| 1/20/2014  | NO CLASS  
Martin Luther King Jr. Day |                                              |                                                                                  |
| 1/27/2014  | The nature of a profession,  
Is education a profession?  
Ethical Codes and the Human Resource Functions | Starratt chpts 1, 2 & 8  
Deckop chpts 2 & 3  
*SAKAI readings | Bring school mission |
| 2/3/2014   | Professional obligations,  
virtues, and sacrifices,  
Our profession’s values,  
modes of decision making | Starratt chpt 6 & 7  
Rebore chpt 13  
Shapiro chpt 5  
*SAKAI readings | Code of Professional Ethics Part 1 due |
| 2/10/2014  | Research Ethics & multiple lenses  
Ethics and the Human resource interface | Shapiro chpts 1 & 2  
Deckop chpts 4 & 5  
Starratt chpt 3  
*SAKAI readings | Bring your school’s Faculty Handbook and any Board policies related to staff conduct, mentoring or code of ethics. |
| 2/17/2014  | Value maximizing/Utilitarian lens | Rebore chpt 5  
Shapiro chpt 3  
Deckop chpt 6  
*SAKAI readings | Bring teachers’ evaluation tool and contract today and for each class thereafter |
| 2/24/2014  | Value maximizing/Utilitarian lens – looking at contracts | Rebore chpt 6  
Shapiro chpt 4  
Deckop chpt 10  
*SAKAI readings |                                                                                  |
| 3/3/2014   | NO CLASS  
Spring Break |                                              | Case analysis #1 – using a utilitarian lens |

**COURSE CALENDAR**  
Spring 2014  
Dr. Christopher L. Finch  
**Mondays 7 – 9:30 p.m.**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/17/2014</td>
<td>Deontology/rule based ethical lens – looking at contracts</td>
<td>Rebore chpts 3 &amp; 7, Shapiro chpt 10, Starratt chpt 4</td>
<td>*SAKAI readings</td>
</tr>
<tr>
<td>3/24/2014</td>
<td>Deontology/rule based ethical lens</td>
<td>Rebore chpt 9, Shapiro chpt 6, Deckop chpt 6</td>
<td>*SAKAI readings</td>
</tr>
<tr>
<td>3/31/2014</td>
<td>Ethic of care</td>
<td>Staratt chpt 5, Shapiro chpt 7, Deckop chpt 7</td>
<td>Case analysis #2 – using a rule based lens</td>
</tr>
<tr>
<td>4/7/2014</td>
<td>Ethic of care – looking at teacher evaluations (Online Evaluator Training)</td>
<td>Rebore chpts 10 &amp; 12, Shapiro chpt 8, Deckop chpt 8</td>
<td>*SAKAI readings</td>
</tr>
<tr>
<td>4/14/2014</td>
<td>Ethic of critique – whose voices have not been heard?</td>
<td>Rebore chpts 8 &amp; 11, Shapiro chpt 9, Deckop chpt 9</td>
<td>Case analysis #3 – using an ethic of care lens</td>
</tr>
<tr>
<td>4/21/2014</td>
<td>Professional Codes revisited</td>
<td>Shapiro chpt 11, Deckop chpts 11 &amp; 12</td>
<td>Code of Professional Ethics Part 2 due</td>
</tr>
<tr>
<td>4/28/2014</td>
<td>Ethical Analysis Refined – Supports and Impediments</td>
<td>Deckop chpts 13 &amp; 14, Starratt chpt 9</td>
<td>All rewrites are due</td>
</tr>
<tr>
<td>5/5/2014</td>
<td>Synthesis and Application</td>
<td></td>
<td>In-class Final</td>
</tr>
</tbody>
</table>

**Selected Articles, Papers, and Book Chapters:**


Selected Books


Feeney, S., Freeman, N.K. & Moravcik, E. (2000). *Teaching the NAEYC code of ethical conduct.* DC: NAEYC.


