Doctor of Education in Learning, Leadership and Community

EP 8020, Ethical Leadership and Advocacy
Summer 2013: July 11, 12, 15 & 16

Instructors:
Dr. Gary Goodnough          Dr. Gail Mears
209 Highland Hall           Frost House
535-2821                    535-3500
agoodno@plymouth.edu        gmears@plymouth.edu

Office hours are by appointment

Catalog Description
This course focuses on ethical leadership and advocacy with an emphasis on personal and professional standards. Students apply ethical decision making models to dilemmas drawn from professional contexts. The psychological and moral development needed to effectively advocate for social justice is considered. Students will demonstrate understanding of effective advocacy at the individual, community and socio-political levels.

Course Overview
Leaders benefit from a breadth and depth of understanding of the factors affecting moral and ethical decision making. Issues confronting leaders are best addressed when social justice is foundational to the decision making process. Students will apply multiple ethical and moral lenses, case studies, and an integral perspective to address issues relevant to their professional context. The following provide a framework for this course:

Essential Questions

How does a leader’s understanding of ethics inform leadership responsibilities?

In what ways are advocacy and social justice central to leadership?

How does personal development relate to ethical leadership and the ability to promote socially just environments?

Student Learning Outcomes

Demonstrate a complex understanding of multiple considerations involved in ethical decision making (pre-class assignment)

Apply an understanding of the multiple considerations involved in ethical decision making to a professional dilemma (Poster Presentation)

Demonstrate an understanding of the relationship between Advocating for Social Justice and Ethical Leadership (pre-class assignment and Poster session)

Demonstrate an understanding of the relationship between ethical leadership, cognitive development, and moral development (Pre-reading assignment)
Provide evidence of personal reflection regarding the growth necessary to improve as an ethical leader able to promote socially just environments (reflection paper)

**Textbook List/Bibliography/Recommended Reading/Resources**

**REQUIRED**


**Articles: (Available through Lamson Library full-text on line)**


**Book Chapter (Electronic Reserve)**


**Professional Standards, Course Goals/Objectives, and Assessment**

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<tr>
<th>Assessments:</th>
<th>Standards</th>
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<tbody>
<tr>
<td>Pre-class assignment</td>
<td>Graduate Hallmarks Assessed</td>
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<td>Leadership and Advocacy</td>
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<td>Professionalism and Service</td>
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<td>Global Awareness and Social Responsibility</td>
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<td>Poster Presentation</td>
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<td>Reflection Paper</td>
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| Assessment            | See Assessment Rubrics at end of this syllabus                           |
Evaluation Plan/Grading Scale

Student work will be evaluated via rubrics (see end of syllabus) that outline the required elements for each assignment.

Pre-Class Assignment
Prior to class, students will read all course material and write a paper in which they integrate their emerging understanding of the three essential questions of the course. Students will submit this paper electronically by July 10 and bring a copy of it with them to the first class. Please append a blank assignment rubric to the end of this paper. (25% of grade)

Poster Presentation
Identify an ethical issue in your professional area of interest. Discuss and analyze the issue or dilemma through some of the perspectives discussed in the course. Design an advocacy plan around this topic; if appropriate you should use the ACA Advocacy model; otherwise you may use some other advocacy model. Present this information in a poster to be presented on July 15 or 16 (25% of grade).

Reflection Paper
In a 7-10 page paper, reflect on the following two areas:

• What concepts and ideas you have found most meaningful during the course? Please discuss how these concepts apply to you as a developing leader. Then, elaborate upon the steps do you plan to take to enhance your ability to be an ethical leader who advocates for social justice.

• How does this learning build upon previous doctoral course work? How might the content from this course facilitate your understanding of diversity and global perspectives as they relate to ethical leadership and advocacy? How can you envision this content as helpful to your dissertation process? (25% of grade)

Please append a blank assignment rubric to the end of this paper.

In-class participation
Students need to evidence preparedness for class and participate fully in all in-class activities. (25% of grade)

Incompletes: An instructor may decide to enter a grade of incomplete (IC) on a student’s record if unusual circumstances prevent completion of the course on time, and a minimal portion of the total class work needs to be completed. The course must be completed by the date specified by the instructor which cannot exceed one year beyond the original term of course completion. If the course is not completed by this date, the grade specified by the instructor will be recorded. If no grade is specified, a default grade of F will be recorded. The instructor is responsible for documenting and notifying the student of the work to be completed and the deadline. A student may not graduate with an incomplete on his or her transcript.

Course Calendar/Agenda

• Bring a definition of Social Justice with you, and an example of how it applies in your setting.

• Review and bring to class the Code of Ethics most relevant to your profession. Please come to class with some ideas of ethical dilemmas that exist in your professional setting.

July 11
Overview of Course
Codes of Ethics
Social Justice

Essential Questions Discussions

Ethical Dilemmas in Professional Settings

July 12
Wilberian Overview
Essential Questions Discussions
Advocacy
Poster Session Discussions
Self-understanding in relation to ethical leadership
Preparations for interviews

July 15
Student Poster Sessions
Two Leadership Interviews

July 16
Student Poster Sessions
Two Leadership Interviews
Reflection and Looking Forward

Conceptual Framework

PSU College of Graduate Studies Program Hallmarks
Leadership and Advocacy
Ethical leadership and effective advocacy are primary foci of this course

Reflection and Innovation
Effective and ethical leaders regularly reflect on their practice. This course includes activities that incorporate a reflective practice approach.

Scholarship and Application
Doctoral students in this cohort approach their coursework with an eye towards applying their knowledge for the good of those they serve. This course is fundamentally centered upon expanding students’ ability to do so intentionally and ethically.

Professionalism and Service
One hallmark of a profession is the adoption of peer-defined codes of ethics. Discussion of these codes will highlight the ways in which professionals intentionally apply their guild's ethical codes.

Global Awareness and Social Responsibility
Ethical leadership requires advocacy for socially just systems. Issues of social justice and socially responsible leadership are central to the course

University Policies and Procedures

- **ADA Policy**: Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should contact the PASS office in Lamson library (535-2270) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with the PASS Office. If you have a Letter of Academic Accommodation for this course from the PASS office, please provide the instructor with that information privately so that adaptations can be made to meet your needs. Course materials online comply with the Web-based Intranet and Internet Information and Applications Standards in accordance with ADA Section 508.

- **Academic Integrity**: Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful, and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education. Members of the academic community are expected to report all instances of those violations of academic integrity that come to their attention. Both faculty and administration consider it their duty, as guardians of academic standards and intellectual honesty, to enforce the academic integrity policy by prosecuting all cases of violation of academic integrity to the fullest extent. Students are urged to consider that it is the toleration of violations of academic integrity, and not the reporting of it, that is dishonorable. Please refer to the Graduate Catalog for more information and the entire policy.

- **Sensitive Materials**: Material in this course, in some instances, may be sensitive or emotionally provocative. As you review the syllabus, or at any time during the course, please let your instructor know if you anticipate, or are having, a problem with any assignment or classroom activity. We can then discuss how this assignment or activity is necessary for meeting course competencies and whether an alternative assignment or activity can be considered. We can also discuss campus resources that you may find helpful in dealing with your concerns.

- **Plymouth State University Curtailed Operations Information**: Plymouth State University normally remains open through inclement weather. Because most students live within minutes of the campus, every effort is made to avoid an official closing. There may be times, however, when an emergency or extreme weather conditions necessitate a general closing of the University.

Please sign up for PSU Alert Emergency Text Messaging at: plymouth.edu/alerts

Following are the PSU curtailed operations and/or class cancellation notification procedures:
In the event of severe weather or an emergency, the University Administration will do all it can to decide on and post notifications of class/event cancellations and/or facility closures by 6:00 a.m. for classes running during the day. For canceling evening classes, the decision is usually made and communicated no later than 3:00 p.m. Every effort will be made to make the decision as early as possible. If you are wondering, call the storm line (603-535-3535) or check the PSU website.
Use your own judgment about travel during inclement weather; the best choice is the one that keeps you safe. Notify your instructor(s) if you have to miss a class.

- Lamson Library and Learning Commons
  Access to the IT Help Desk is available at 603-535-2929. Log in to MyPlymouth to access all of the Lamson Library and Learning Common resources and services. The Writing Center and the PASS office are located in the lower level of Lamson; the Help Desk in on the Main Floor.

### Assessment Rubrics

**PRE-CLASS ASSIGNMENT RUBRIC**

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>DOES NOT MEET TARGET</th>
<th>APPROACHES TARGET</th>
<th>MEETS TARGET</th>
<th>EXCEEDS TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards and Additional Criteria</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>An understanding of each of the three essential questions is included.</td>
<td>An understanding of each of the three essential questions is not included or demonstrates incorrect understanding.</td>
<td>An understanding of each of the three essential questions is limited, unclear or demonstrates incomplete understanding.</td>
<td>An understanding of each of the three essential questions is clearly demonstrated</td>
<td>An understanding of each of the three essential questions is clearly demonstrated and provides evidence of depth of understanding.</td>
</tr>
<tr>
<td>Paper shows evidence that all course material was thoroughly read. An understanding of the material is demonstrated through the written assignment.</td>
<td>Paper does not convey that all course material was thoroughly read or displays incorrect understanding.</td>
<td>Evidence of understanding of material is limited, unclear or demonstrates incomplete understanding.</td>
<td>Evidence of understanding of material is clearly demonstrated.</td>
<td>Evidence of understanding of material is clearly displayed and demonstrates a depth of understanding.</td>
</tr>
<tr>
<td>Paper is clear, focused, and organized; shows mastery of grammar, usage, and mechanics</td>
<td>Difficult to understand and follow; includes many errors in grammar, usage, and mechanics; or is much too short.</td>
<td>Lacks focus and organization; may have many errors in grammar, usage, and mechanics; approaches appropriate length.</td>
<td>Clearly focused, organized, and edited for grammar, usage, and mechanics; is appropriate length.</td>
<td>Shows evidence of written mastery and is creative or insightful; is appropriate length.</td>
</tr>
<tr>
<td>Paper is written using appropriate APA style (format, citations, pagination, etc.)</td>
<td>Does not follow APA style or is replete with errors.</td>
<td>Follows APA style, but may include significant errors.</td>
<td>Follows APA style with few errors.</td>
<td>Mastery of APA style.</td>
</tr>
</tbody>
</table>

**Scoring:**

- 16-15 points = A
- 12 points = B
- 9 points = C
- 14 points = A-
- 11 points = B-
- 8 points = C-
### EP 8020: POSTER PRESENTATION RUBRIC

<table>
<thead>
<tr>
<th>Objective</th>
<th>Does Not Meet Target</th>
<th>Approaches Target</th>
<th>Meets Target</th>
<th>Exceeds Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards and Additional Criteria</strong></td>
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</tr>
<tr>
<td>Chooses ethical issue appropriate to professional background.</td>
<td>An appropriate ethical issue from professional background is not chosen or demonstrates incorrect understanding.</td>
<td>An ethical issue from professional background is chosen that is limited, unclear or demonstrates incomplete understanding.</td>
<td>An ethical issue from professional background is chosen</td>
<td>An ethical issue from professional background is clearly chosen and demonstrates depth of understanding.</td>
</tr>
<tr>
<td>HM: Professionalism &amp; Service</td>
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<tr>
<td>HM: Global Awareness &amp; Social Responsibility</td>
<td>Poster does not relate the presenting ethical issue to the perspectives discussed in the course.</td>
<td>Poster relates the presenting ethical issue to the perspectives discussed in the course in a limited or unclear manner or demonstrates incomplete understanding.</td>
<td>Poster relates the presenting ethical issue to the perspectives discussed in the course in a clear and accurate manner.</td>
<td>Poster relates the presenting ethical issue to the perspectives discussed in the course in a clear and accurate manner and in a way that provides evidence of depth of understanding.</td>
</tr>
<tr>
<td>In the poster, student creates an advocacy plan around chosen topic. Use of appropriate advocacy model is apparent.</td>
<td>Poster lacks advocacy plan or demonstrates incorrect understanding of the chosen model.</td>
<td>Advocacy plan is limited, unclear or demonstrates incomplete understanding.</td>
<td>Advocacy plan is clearly and accurately described.</td>
<td>Advocacy plan is clearly described and shows a level of sophisticated level of understanding about the issue.</td>
</tr>
<tr>
<td>Student is able to clearly present information verbally during in-class poster presentation.</td>
<td>Student does not complete poster presentation or does so poorly.</td>
<td>Student’s poster presentation is limited, unclear or demonstrates incomplete understanding.</td>
<td>Student’s poster presentation is clear and covers all necessary material.</td>
<td>Student’s poster presentation is thorough and displays creativity and insight.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>16-15</td>
<td>A</td>
</tr>
<tr>
<td>12</td>
<td>B</td>
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<tr>
<td>9</td>
<td>C</td>
</tr>
<tr>
<td>14</td>
<td>A-</td>
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<tr>
<td>11</td>
<td>B-</td>
</tr>
<tr>
<td>8</td>
<td>C-</td>
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</table>
13 points = B+  
10 points = C+  
7 points and below = F  

Comments:

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>DOES NOT MEET TARGET 1</th>
<th>APPROACHES TARGET 2</th>
<th>MEETS TARGET 3</th>
<th>EXCEEDS TARGET 4</th>
</tr>
</thead>
</table>

EP 8020: REFLECTION PAPER RUBRIC
<p>| A reflection on the concepts found to be most meaningful is included. | A reflection on the concepts found to be most meaningful is not included or demonstrates incorrect understanding. | A reflection on the concepts found to be most meaningful is limited, unclear or demonstrates incomplete understanding. | A reflection on the concepts found to be most meaningful is clearly described. | A reflection on the concepts found to be most meaningful is clearly described and shows a depth of understanding. |
| A discussion of how these concepts apply to personal development as a leader is included. HM: Leadership &amp; Advocacy | A discussion of how these concepts apply to personal development as a leader is not included or demonstrates incorrect understanding. | A discussion of how these concepts apply to personal development as a leader is limited, unclear or demonstrates incomplete understanding. | A discussion of how these concepts apply to personal development as a leader is clearly described. | A discussion of how these concepts apply to personal development as a leader is clearly described and shows a level of sophisticated thinking. |
| Elaboration around a plan to enhance ethical leadership ability and social justice advocacy is included. HM: Global Awareness &amp; Social Responsibility HM: Leadership &amp; Advocacy | Elaboration around a plan to enhance ethical leadership ability and social justice advocacy ability is not included or demonstrates incorrect understanding. | Elaboration around a plan to enhance ethical leadership ability and social justice advocacy ability is limited, unclear or demonstrates incomplete understanding. | Elaboration around a plan to enhance ethical leadership ability and social justice advocacy clearly described. | Elaboration around a plan to enhance ethical leadership ability and social justice advocacy clearly described and shows a high level of insight. |
| A description how course learning builds on previous doctoral course work is included. | A description how course learning builds on previous doctoral course work is not included or demonstrates incorrect understanding. | A description how course learning builds on previous doctoral course work is limited, unclear or demonstrates incomplete understanding. | A description how course learning builds on previous doctoral course work is clearly described. | A description how course learning builds on previous doctoral course work is clearly described and demonstrates depth of understanding. |
| A discussion of how the content from this course will facilitate an understanding of diversity and global perspectives in relation to ethical leadership and advocacy is included. | A discussion of how the content from this course will facilitate an understanding of diversity and global perspectives in relation to ethical leadership and advocacy is not included or demonstrates incorrect understanding. | A discussion of how the content from this course will facilitate an understanding of diversity and global perspectives in relation to ethical leadership and advocacy is limited, unclear or demonstrates incomplete understanding. | A discussion of how the content from this course will facilitate an understanding of diversity and global perspectives in relation to ethical leadership and advocacy is clearly described. | A discussion of how the content from this course will facilitate an understanding of diversity and global perspectives in relation to ethical leadership and advocacy is clearly described and demonstrates depth of understanding. |
| A reflection around how you envision this content as helpful to your dissertation process is included. | A reflection around how you envision this content as helpful to your dissertation process is not included or demonstrates incorrect understanding. | A reflection around how you envision this content as helpful to your dissertation process is limited, unclear or demonstrates incomplete understanding. | A reflection around how you envision this content as helpful to your dissertation process is clearly described. | A reflection around how you envision this content as helpful to your dissertation process is clearly described and indicative of much thought. |
| Paper is clear, focused, and organized; shows mastery of grammar, usage, and mechanics | Difficult to understand and follow; includes many errors in grammar, usage, and mechanics; or is much too short. | Lacks focus and organization; may have many errors in grammar, usage, and mechanics; approaches appropriate length. | Clearly focused, organized, and edited for grammar, usage, and mechanics; is appropriate length. | Shows evidence of written mastery and is creative or insightful; is appropriate length. |</p>
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<tbody>
<tr>
<td>32-31 points = A</td>
<td>26-24 points = B</td>
<td>18-16 points = C</td>
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<tr>
<td>30-29 points = A-</td>
<td>23-21 points = B-</td>
<td>15-14 points = C-</td>
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<tr>
<td>28-27 points = B+</td>
<td>20-19 points = C+</td>
<td>13 points and below = F</td>
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</table>

Comments: