**Course Instructor**

**Name**:

**Office:**

**Phone:**

**E-mail:**

**Meeting Dates**

Week One:

Week Two:

Week Three:

Week Four:

# Course Description

This course is a critical and pragmatic examination of ethical leadership and administration within organizations. Social, moral, and ethical philosophies as they relate to decisions impacting leadership in the education arena will be explored. Specific attention will be paid to comparing and contrasting theories on the purpose of organizations, education, human nature and relationships, ethical decision making, and relational accountability on organizational, societal, and global levels. Students will relate these theoretical perspectives to their own purpose, values, and commitments as leaders, their approach to leading and enriching the lives of others, and the role they play in shaping the vision, mission, priorities, and strategies of their organizations.

**University Learning Outcomes (ULO)**

**ULO1**: Knowledge of Human Cultures and the Phsycial and Nuatural World

**ULO2**: Intellectual and Practical Skills

**ULO3**: Personal and Social Responsibility

**ULO4**: Integrative and Applied Learning

**ULO5**: Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Articulate an educational organization's mission, goals, and guiding principles that distinguish the organization from others. (ULO1, 4)
* **PLO2:** Understand the foundational base of organizational theory, and demonstrate the ability to bridge theory and practice. (ULO1, 2, 4)
* **PLO3:** Given scenarios of conflict, choose ethical courses of action consistent with Gospel values. (ULO3, 5)
* **PLO4:** Synthesize and analyze data to reveal relations and causality, and convert raw data into actionable information. (ULO2, 4)
* **PLO5:** View problems and challenges through the lens of a scientist, seeking evidence-based conclusions. (ULO1, 2, 4)
* **PLO6:** Practice and model steward leadership in transforming organizations to better serve all constituents. (ULO3, 4, 5)
* **PLO7:** Demonstrate facility in the application of technology to solve problems, analyze and synthesize data, and manage information. (ULO1, 2, 4)

# Course Learning Outcomes (CLO)

* **CLO1**: Critique ethics theory frameworks, values, virtues, and moral conflict.
* **CLO2**: Assess the value of reflection in making informed decisions to be effective leaders in organizations.
* **CLO3**: Analyze how your moral and ethical reasoning foundations impact the decisions you make.
* **CLO4**: Evaluate the difference between ethical leadership theory and real-world decision making.
* **CLO5**: Assess your approach to thinking and leading utilizing the contrasting theories of leadership.

**Student Expectations**

Students are expected to:

* ask probing and insightful questions related to course content.
* make meaningful and relevant connections and application to their own learning process.
* be productive and contributing members of class discussions.

# Required Course Materials

Kohn, L. & McLeod, R. (2012). *The power of thoughtful leaders: 101 minutes to being the leader you want to be*. Parker, CO: Outskirts Press, Inc.

Kramer, B. H. & Enomoto, E. K. (2014). *Leading ethically in schools and other organizations*. Lanham, MD: Rowman & Littlefield Publishing Group, Inc.

Shapiro, J. P. & Stefkovich, J. A. (2016). *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas* (4thd. ed.). New York, NY: Routledge, Taylor & Francis Group.

**Attendance**

In the case of residencies, being present means:

1. being on time each day of on-ground sessions
2. remaining in the session throughout its duration
3. completing assignments on time

In the case of on-line, asynchronous sessions, being present means completing assignments by 11:59 p.m. on Sunday of the week in question.

# Suggested Point Values

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment** | **Point Value** | **Due** |
| **Week 1** | |  |  |
|  | Ethics and Leadership | 5 | <insert due date> |
|  | DiSC Leadership Reflection | 5 | <insert due date> |
|  | Personal Code of Ethics | 10 | <insert due date> |
| **Week 2** | |  |  |
|  | Ethical Dilemmas Board Presentation | 20 | <insert due date> |
| **Week 3** | |  |  |
|  | Diversity Challenges Paper | 10 | <insert due date> |
|  | Leadership for Change Presentation | 15 | <insert due date> |
| **Week 4** | |  |  |
|  | Moral Compass | 5 | <insert due date> |
|  | Developing an Organizational Action Plan for Moral and Ethical Leadership Practices | 20 | <insert due date> |
|  | Personal Code of Ethics | 10 | <insert due date> |
| **Total Points** | | **100** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Letter Grade** | **%** |  | **Letter Grade** | **%** |
| A | 100 - 93 |  | C+ | 79 - 78 |
| A- | 92 - 90 |  | C | 77 - 73 |
| B+ | 89 - 88 |  | C- | 72 - 70 |
| B | 87 - 83 |  | D | 69 - 60 |
| B- | 82 - 80 |  | F | <60 |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |

# Weekly Learning Modules

|  |  |  |
| --- | --- | --- |
| Week One (online): Ethical Leadership & Policy |  | |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Identify your personal voice for expressing your vision of ethical leadership. | CLO2 | |
| * 1. Analyze your leadership style using data from the DiSC Profile instrument. | CLO2 | |
| ***Required Learning Resources and Activities****: Students must complete any resource activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Reading: The Power of Thoughtful Leadership**  **Read** the following topics and tenets of *The Power of Thoughtful Leadership*:   * Introduction * Be present * Change and grow * Have freedom to fail * Know yourself * Communicate * Appreciate   + Hungry for appreciation   + Find the miracle | 1.1 |  |
| **Reading: Ethical Leadership and Decision Making in Education**  **Read** Part 1 of *Ethical Leadership and Decision Making in Education*.   * Multiple Ethical Paradigms and the Preparation of Educational Leaders in a Diverse and Complex Era * Viewing Ethical Dilemmas Through Multiple Paradigms | 1.1 |  |
| **Reading: Leading Ethically in Schools and other Organziations**  **Read** Part I of *Leading Ethically in Schools and other Organizations*.   * Ethical Foundations * Ethical Tension, Judgment, and Consequences * Religion and Religious Attitudes * Feminist Ethics and Ecofeminism * Leadership for Social Justice | 1.1 |  |
| **Reading: The Ethics of Leadership**  **Read** Chapter 1 and 2 of *The Ethics of Leadership*   * The Moral Challenges of Power and Self-Interest * Virtue and Public and Private Morality of Leaders   *Note*: Read and reflect on the case studies in this chapter. | 1.1 |  |
| **Preparation: Interviews**    Ethical dilemmas are faced by almost every professional, constantly. You will interview key stakeholders in your organization or vocational field to identify ethical dilemmas of public knowledge within the last year or two. The ethical dilemmas will then be viewed through the multiple paradigms of leadership during the residency.  **Interview** 3–5 people in key positions within your organization about their vision of ethical leadership, and discuss any ethical dilemmas of public knowledge they have had to navigate.  **Evaluate** the interviews to see what the responses tell you about your organization.  **Consider** the following:   * Are there significant differences or similarities between the viewpoints of the leaders? * Are there significant differences or similarities between types of ethical dilemmas? * What do these similarities and differences tell you about the organization as a whole? * How does your vision of ethical leadership compare? * Is the organization a good place for you professionally?   *Note*: If you are having difficulty scheduling the interviews, contact your course instructor as soon as possible to identify possible solutions or alternatives. | N/A | Field Work: **3 hours** |
| **DiSC Profile**  The DiSC Profile (Dominance, Influence, Steadiness, and Conscientiousness) is a personal assessment tool used to measure a variety of leadership and teamwork traits. You will have the opportunity to complete a DiSC Profile questionnaire and then reflect on the results  You will receive an access code from Lisa Kohn for the DiSC Profile Assessment. If you do not receive an access code by Wednesday of Week 1, contact your instructor immediately.  **Complete** the DiSC Profile Assessment.  **Review** the results of your assessment. | 1.2 |  |
| ***Course Preparation and Planning****: Students must review the following information.* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200–250 words addressing all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week (Sunday at 11:59 p.m. EST), you will make at least one substantive comment of 100–150 words on three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the RISE Model for Peer Feedback available on Blackboard. | N/A | N/A |
| **Collaborative Work Groups**  You will be assigned to a collaborative work group during the residency portion of this course to help build a community of support and encouragement. Collaborative work groups can be used for advice, support and encouragement, as well as synthesizing concepts learned during each week.  Elevate your level of work by contributing new and different approaches to problems faced during the course. Use your collaborative work groups to improve your collective work by providing meaningful feedback that will challenge each group member to grow as an educational leader. | N/A | N/A |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard as needed.  **Click** the Technology Tutorials button from the menu on the left. | N/A | N/A |
| ***Residency Information and Preparation****: Students must review the following information.* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Residency Schedule**  The residency schedule is located here. |  |  |
| **Internet Access During Your Residency II**  You will have Internet access in the dorms and classrooms during your Residency II. Please plan to bring a laptop or mobile device with Internet capabilities so that you may access resources and materials needed. | N/A | N/A |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Ethics and Leadership**  **View** “Ethics and Leadership: Innovation in Education” from YouTube, located at <https://www.youtube.com/watch?v=6z4DhNlnEvU>.  **Respond** to the following prompts in the Ethics and Leadership forum by Thursday:   * Analyze the practices identified during the “Ethics and Leadership” video. * Describe any personal experiences with ethical leadership considerations described in the video.   **Provide** meaningful feedback to three of your classmates’ posts by Sunday. | 1.1 | Discussion: **1.5 hours** |
| **Group: DiSC Leadership Reflection**  *Note:*Complete the leadership self-assessment provided by your course instructor before you begin this assignment.  **Review** the results of your DiSC Profile Assessment for your leadership style.  **Prepare** a brief five- to eight-slide presentation, including detailed speaker’s notes, as a reflection on the results of your DiSC Profile.  **Include**:   * Reflection on your own leadership style * Reflection on your perception of your leadership style in light of the assessment * Reflection on areas of your own leadership you would like to validate, improve, or reinforce   **Post** your reflection for review by the members of your collaborative work group in the Leadership Assessment discussion forum.  **Comment** on the reflection of each of your collaborative group members using the *RISE Model for Meaningful Feedback*.  *Note*. In Week 2, you will create a presentation with your collaborative work groups synthesizing your leadership experiences, skills, and philosophies. | 1.2 | Private Post: **.5 hours** |
| **Personal Code of Ethics**  **Draft** a personal code of ethics that reflects your views of ethics and leadership.  **Consider** the following when drafting your personal code of ethics:   * Keep it simple: Three to five sentences is the best length. * Keep it positive: Say want you want to do, not what you don’t want to do. * Keep it passionate: Make it compelling, inspiring, and energizing.   **Submit** your Personal Code of Ethics by Sunday.  *Note*: You will revise your Personal Code of Ethics for use in an assignment in Week Four. | 1.1, 1.2 | Private Post: **.5 hours** |

# Faculty Notes

**Leadership Assessment**

* It is recommended that you use the DiSC Classic assessment from Chatsworth Consulting Group. You can contact them at [info@chatsworthconsulting.com](mailto:info@chatsworthconsulting.com). Inform them that you are teaching EDU 805 for Gwynedd Mercy University and would like to have your students take the DiSC Classic assessment.
* If you would like to use a different assessment, please provide that information to the students.

**Residency Schedule**

You will have to attach the final residency schedule for the current session.

**Ethics and Leadership Discussion**

Be sure to mention the 4-V model of Ethical Leadership during this discussion, as students will be asked to engage with this model throughout the course. Review the materials below and consider sharing them with students through this discussion.

*4-V Model of Ethical Leadership*

The 4-V Model of Ethical Leadership was developed by Dr. Bill Grace, founder of the Center for Ethical Leadership. It is based on formal leadership research and personal passions around faith and ethics that align beliefs and values to behaviors and actions that advance the common good.

**Read** “Theme 4: Analysis of 4-V Model of Ethical Leadership” from the CULChey13 blog located at <https://culchey13.wordpress.com/2014/03/18/theme-4%EF%BC%9Aanalysis-of-4-v-model-of-ethical-leadership/>.

**Explore** the Center for Ethical Leadership website at <http://www.ethicalleadership.org/>.

* Click on **Who We Are** from the menu at the top.
* Click on **Concepts and Philosophies** from the drop-down menu.
* Review the information on that page.

**Ethical Dilemmas Interviews**

If you are unable to assist a struggling student in finding someone available to interview, contact the program chair, Ray Bandlow, for assistance at [bandlow.r@gmercyu.edu](mailto:bandlow.r@gmercyu.edu).

**Collaborative Work Groups**

Students in this course will be assigned to courses and instructors by the program director. Within your course, you can assign them to work groups for the purposes of collaboration, checking each other’s’ work, completing group assignments, and more.

When assigning groups, it is important to consider the strands which each student is in, be it primary or secondary education, higher education, medicine, health care, business, or another vocation. Consider grouping students together in order to aid them in considering the types of ethical models, examples, and morals they will encounter in the real world. Diversity, in this case, will be of an experiential type, and will also come to the forefront when students share their work together as a class and in small group discussions.

**Review** the following tutorial in order to create student groupings in Blackboard:

* Setting up Groups in Blackboard [2:25]: <https://vimeo.com/synergiseducation/review/108626989/bf2c706f09>
* Getting Started with Groups: <http://library.blackboard.com/d/?b4e90e5d-84d0-4b36-989b-5525b6ea9e47>
* Creating a Group: <https://blackboardhelp.usc.edu/working-with-groups/creating-a-group/>
* Creating Group Sets: <https://blackboardhelp.usc.edu/working-with-groups/creating-group-sets/>
* Editing and Managing Groups: <https://blackboardhelp.usc.edu/working-with-groups/editing-and-managing-groups/>

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| Week Two (on ground): Overview of the Ethics of Educational Leadership & Policy |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Evaluate how the tenants of thoughtful leadership can help you achieve your vision for the future. | CLO1, CLO2 | |
| * 1. Evaluate how a multilevel paradigm approach to decision making can help you become an ethical leader. | CLO1, CLO3 | |
| * 1. Evaluate the role of organizational leadership in ethical leadership. | CLO1, CLO4 | |
| * 1. Justify the concept of social justice in being an ethical leader. | CLO1, CLO4 | |
| * 1. Determine how to have legislative impact as an ethical leader. | CLO1, CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resource activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Daily Residency Schedule**  This week, you will follow a daily schedule of speakers, small group discussions, and presentations.  **Review** the Daily Residency Schedule.  *Note*: You may wish to print out a copy of the DRS for your reference. |  |  |
| **Read** Parts II & III of *Ethical Leadership and Decision Making in Education*. | 2.1, 2.2, 2.3 |  |
| **Read** Parts I & II of *Leading Ethically in Schools and Other Organizations*. | 2.4, 2.5 |  |
| **Read** Chapter 3 of *The Ethics of Leadership.*   * Duties of Leaders and Followers   *Note*: Read and reflect on the case studies in this chapter. | 2.1, 2.3, 2.4 |  |
| **Sister Mary Scullion**  **View** the Sister Mary Scullion lecture: xxxx | 2.1, 2.3, 2.4 |  |
| **Lectures**  Each day of the residency has a theme. You will watch each day’s lectures, either live or by video, in order to prepare for your small group discussions, reflections, and other residency activities.  Presentations topics may include:   * Thoughtful Leadership * Ethical Leadership and Decision Making * Advancing Your Skills as a Leader * Using Organizations to Influence Ethical and Moral Leadership * Social Justice in Action * Ethical Law Makers in a Political Climate | 2.1, 2.2, 2.3, 2.4, 2.5 |  |
| ***Supplemental Activities and Resources****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **PowerPoint Presentations and Notes**  **Review** each of the following presentations:   * Values in Leadership * The Power of Thoughtful Leadership | 2.1, 2.3, 2.4 |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Ethical Dilemmas Board Presentation**  **Create** a five-minute presentation to present to an organization such as a school board, board of directors, faculty counsel, or board of trustees, with a detailed speaker’s narrative or script that addresses the ethical dilemmas discussed and presented during the residency week.  **Include** the following in your presentation:   * Concepts and theories presented during your residency * Multiple approaches to the dilemmas using the paradigms from the readings (“Applying theoretical perspectives to complex dilemmas,” as related by Shapiro) * Your selection of the best possible approach to the situations based on your individual values and the needs and values of the organization   *Note*: If you cannot choose a dilemma, contact your instructor immediately.  You may use a presentation tool of your choice such as Prezi, Microsoft® PowerPoint, or PowToons.  **Submit** your presentation by Sunday. | 2.1, 2.2, 2.3, 2.4, 2.5 | Presentation: **1 hour** |

# Faculty Notes

**Residency II**

* Review the Residency Two – Topics and Daily Schedule document available on Blackboard.
* There are many possible residency configurations. Review the configuration below that aligns with your section, or contact the university program director for more information about your residency:
* Week-Long Residency Configuration: The residency for a week-long configuration will take place Monday through Friday of Week Two and consists of 30 hours of instruction:
  + Monday: Six-hour session
  + Tuesday: Six-hour session
  + Wednesday: Six-hour session
  + Thursday: Six-hour session
  + Friday: Six-hour session

The initial instructional grouping for the residency will be arranged by the program director and assigned instructors.

Versions of EDU 805 delivered in a different format will be arranged by the program director (weekend residency and other configurations).

**Value Cards Activity**

You should have a copy of the Leadership Challenge Values Cards. If you don’t have a copy or access to them, you can download a set from the ICareValues website at <http://www.icarevalues.org/Value%20Cards%20v4.d.pdf>.

During the residency, you will perform the Value Cards activity described below:

* Review the pack of Leadership Challenge Values Cards imprinted with words such as *teamwork*, *fairness*, *competence*, *integrity*, and *family*.
* Identify and prioritize your personal values by sorting the cards into three stacks, from most to least important.
* Set aside the “least important” stack and narrow the remaining cards to the top ten most important personal values.
* Now really weigh them, and select the top five.

*Debrief experience:*

* What did you learn?
* What was most challenging about the exercise?
* What surprised you about the process?

**Ethical Dilemmas Board Presentation**

* This assignment will be completed as a group.

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| Week Three (online): Situational Ethics |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Interpret how the various leadership frameworks impact leadership decisions. | CLO5 | |
| * 1. Evaluate your preparedness to operate in the various leadership frameworks. | CLO5 | |
| ***Required Learning Resources and Activities****: Students must complete any resource activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Week Three Reading**  **Read** Chapter 4, 5, and 6 of *The Ethics of Leadership*   * Ch. 4: The Leadership for the Greatest Good * Ch. 5: The Moral and Emotional Relationship of Leaders and Followers * Ch. 6: Moral Leadership and Culture   *Note*: Read and reflect on the case studies in these chapters. | 3.1, 3.2 |  |
| **Situational Ethics**  Situational ethics is a process in which the ethical weight of a decision is influenced by the context of a situation (e.g., teachers make a decision based on their school and geographical location, business leaders look at the marketplace and the people involved in an acquisition, and nurses make decisions about patients based on the available resources, the needs of the patient, and the community they work within).  **Read** the following articles:   * Making Sense of Social Justice Leadership: A Case Study of a Principal's Experiences to Create a More Inclusive School * How Business Schools Lost Their Way: <http://www.uta.edu/faculty/richarme/BSAD%206310/Readings/Bennis%20OToole%20HBR%20How%20Business%20Schools.pdf> * Moral Courage in Healthcare: Acting Ethically Even in the Presence of Risk**:** <http://www.nursingworld.org/MainMenuCategories/EthicsStandards/Courage-and-Distress/Moral-Courage-and-Risk.html> | 3.1, 3.2 |  |
| **Universal Declaration of Human Rights**    The United Nations’ Universal Declaration of Human Rights is intended to systematize the rights and dignity of all persons of every nation and status. This document serves as a baseline for the ethical treatment of other persons.   * Universal Declaration of Human Rights: <http://www.un.org/en/documents/udhr/> | 3.1, 3.2 |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Diversity Challenges Paper**  **Write** a 500-word paper on how your organization faces diversity challenges in 2016, which may include issues involving the following topics:   * Race * Ethnicity * Socioeconomic status * Culture * Gender * Sexual orientation * Physical/psychological ability * Religion * Age   **Include** the following key factors:   * Leadership * Social justice elements * Shapiro paradigms   **Include** suggestions on how to move your organization toward making decisions that are more aligned to addressing issues of social justice.  **Submit** your assignment to your instructor via Blackboard by Sunday. | 3.1 | Paper: **30 minutes** |
| **Leadership for Change Presentation**  As a leader, one of your mandates is to drive positive change through your organization at all levels.  **Formulate** a plan to educate the stakeholders in your district or organization about the principles of social justice and how to achieve beneficial social justice outcomes, including:   * Definition of the stakeholders targeted * Description of the targeted outcomes, using the Shapiro Paradigms * Description of the action plan, including each step of the plan * Explanations of the benefits of your plan     **Create** a 5- to 10-minute board presentation with detailed speaker’s narrative or script that outlines your plan.  *Note*. You may utilize a presentation tool of your choice such as Prezi, Microsoft® PowerPoint, or PowToons.  **Post** a link to your presentation to the Leadership for Change Presentations forum by Thursday.  **Use** the [RISE Model for Meaningful Feedback](http://www.risemodel.com/) to respond to three of your classmates’ posts by Saturday.  **Provide** high quality responses and feedback to questions and comments posed by your classmate’s by Sunday. | 3.2 | Presentation: **3 hours** |

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| --- | --- | --- |
| Week Four (online): Becoming an Ethical Leader |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Synthesize course concepts to create a personal code of ethics to be an ethical leader. | CLO4, CLO5 | |
| * 1. Develop an organizational action plan to develop moral and ethical leadership practices | CLO1, CLO2, CLO3, CLO4, CLO5 | |
| ***Required Learning Resources and Activities****: Students must complete any resource activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Week Four Reading**  **Read** Part III of *Leading Ethically in Schools and Other Organizations*. | 4.1 |  |
| **Moral Compass**  A moral compass is an internal barometer that helps a person decide what is right or wrong, moral or immoral. Every person has their own moral compass, formed through their upbringing, their education, their work experiences, and their community.  In this residency, you have been refining your ideas about your moral compass and what ethical decision making means to you, both in your professional life and in your academic life.    This is an example of how an organization might contextualize the idea of a moral compass.  **View** the “We Are the Fighting Irish” video [0:30] from YouTube, located at <https://www.youtube.com/watch?v=X37sSI8AVq4&feature=youtube-gdata>. | 4.1, 4.2 |  |
| **Center for Ethical Leadership**  **Complete** the following self-assessment, available from the Center for Ethical Leadership:   * Self-Guided Core Values Assessment: <http://www.ethicalleadership.org/uploads/2/6/2/6/26265761/1.4_core_values_exercise.pdf>   **Review** the ethical issues reading:   * Section 5. Ethical Issues in Community Interventions: <http://ctb.ku.edu/en/table-of-contents/analyze/choose-and-adapt-community-interventions/ethical-issues/main> | 4.1, 4.2 |  |
| **Community Tool Kit**  **Read** the following tool kit guides regarding developing action plans:   * Section 5. Developing an Action Plan: <http://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/develop-action-plans/main> | 4.1, 4.2 |  |
| ***Supplemental Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Center for Ethical Leadership**  **Review** the following links from the Center for Ethical Leadership:   * Center for Ethical Leadership: <http://www.ethicalleadership.org/> * Gracious Space Toolkit: <http://www.ethicalleadership.org/gracious-space-toolkit.html> |  |  |
| **Community Tool Box**  **Review** the Community Tool Box, available from the Kansas University Work Group for Community Health Development: <http://ctb.ku.edu/en/toolkits> |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion: Moral Compass**  **Respond** to the following in the Moral Compass discussion forum by Thursday:   * Does having a moral compass, or a sense of purpose or values, matter to your leadership role currently or in the future? * Share a time when you or your administrator initiated a controversial policy based on ethical beliefs.   + How did you or your administrator build support for the policy?   + How did you or your administrator address dissension?     **Provide** meaningful feedback to three of your classmates’ posts by Sunday. | 4.1 | Discussion: **1.5 hours** |
| **Developing an Organizational Action Plan for Moral and Ethical Leadership Practices**  **Resource: GMercyU EDU 805 Organizational Action Plan**  **Develop** an organizational action plan to develop moral and ethical leadership practices using the action plan framework, including:   * Goals and strategies * Task description * Responsible parties * Facilitators * Anticipated outcomes * Budget * Timeline   **Submit** your Action Plan to your instructor via Blackboard. | 4.1, 4.2 | Private Post: **.5 hours** |
| **Personal Code of Ethics**  **Resource: GMercyU EDU 805 Personal Code of Ethics Template**  **Create** a personal code of ethics based on the concepts and topics covered in this course.  **Include** the following:   * Your personal code of ethics from Week One, with revisions from instructor feedback * Five ethical codes   **Use** the template provided to submit your personal code.  **Submit** your assignment to your instructor via Blackboard.  *Note*: You may use the template for this assignment to create business card-sized codes. | 4.1 | Private Post: **.5 hours** |

# Faculty Notes

**Personal Code of Ethics**

This week, students will be creating an action plan and a personal code of ethics that serve as a capstone for the course. As they create these resources, they should be calling on their knowledge of the 4-V Model of Ethical Leadership discussed throughout the course. Remind students to use these resources as they complete these assignments.

**4-V Model of Ethical Leadership**

The 4-V Model of Ethical Leadership was developed by Dr. Bill Grace, founder of the Center for Ethical Leadership. It is based on formal leadership research and personal passions around faith and ethics that align beliefs and values to behaviors and actions that advance the common good.

**Read** “Theme 4: Analysis of 4-V Model of Ethical Leadership” from the CULChey13 blog located at <https://culchey13.wordpress.com/2014/03/18/theme-4%EF%BC%9Aanalysis-of-4-v-model-of-ethical-leadership/>.

**Explore** the Center for Ethical Leadership website at <http://www.ethicalleadership.org/>.

* Click on **Who We Are** from the menu at the top.
* Click on **Concepts and Philosophies** from the drop-down menu.
* Review the information on that page.

**The Moral Compass**

Thompson, L. (2009). *The moral compass: Leadership for a free world*. Charlotte, N.C.: Information Age Pub.

ISBN: 978-1607520566

<http://www.amazon.com/The-Moral-Compass-Leadership-World/dp/1607520567>

# Breakdown of Academic Instructional Equivalencies

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Week 1** |  |  |
| Required |  | 5.5 |
| Supplemental |  |  |
|  |  |  |
| **Week 2** |  |  |
| Required |  | 1 |
| Supplemental |  |  |
|  |  |  |
| **Week 3** |  |  |
| Required |  | 3.5 |
| Supplemental |  |  |
|  |  |  |
| **Week 4** |  |  |
| Required |  | 2.5 |
| Supplemental |  |  |
|  |  |  |
|  |  |  |
| **Total Required Hours** |  | 12.5 |
| **Total Supplemental Hours** |  |  |
| **Total Residency Hours** |  | 30 |
| **Total Hours** |  | 42.5 |