

**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of LEADERSHIP & FOUNDATIONS
COURSE SYLLABUS**

Course Prefix and Number: CCL 8383

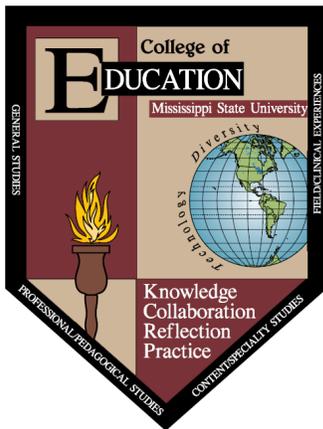
Course Title: Ethical Decision Making in Community College Administration

Credit Hours: Three (3) semester hours

Type of Course: Lecture

Catalogue Description: Three hours lecture. Ancient, modern, and postmodern ethical theory. Case studies used to analyze ethical decisions. Multiple decision models and ethical concepts applied to problems and moral dilemmas

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

This course of study is organized around the competencies for community college leaders adopted by the American Association of Community Colleges, specifically Competency 4 (Collaboration) and Competency 6 (Professionalism).

Collaboration: An effective community college leader develops and maintains responsive, cooperative, mutually beneficial, and ethical internal and external relationships that nurture diversity, promote the success of all students, and sustain the community college mission.

Professionalism: An effective community college leader works ethically to set high standards for self and others, continuously improves self and surroundings, demonstrates accountability to and for the institution, and ensures the long-term viability of the college and community.

This course of study will focus on the unique ethical challenges faced by community college leaders and will identify ways to build ethical competence through self-assessment, challenges, and feedback. Topics will include virtue ethics, forgiveness, moral theories, ethical problem solving, organizational integrity, and managing diversity. At the completion of the course of study each student should be able to:

1. Demonstrate an understanding of at least three ethical decision models available to assist in the decision making process.
2. Use at least three ethical decision models in problem analysis and the decision making process required in case study.
3. Demonstrate an awareness and understanding of ethical dilemmas inherent in administering institutions serving diverse communities.
4. Analyze policy decisions made by educational agencies and relate real life situations to the theoretical concepts explored in the course.
5. Reflect on ethical dilemmas and the public pressures associated with major educational decisions.
6. Acknowledge one's own limitations and mistakes, including a willingness to accept criticism.

Topics covered in the course:

1. General ethical perspectives. Seven (7) clock hours.
 - a. Pluralism, subjectivism, and relativism
 - b. The ancient quest for wisdom: Socrates; Plato; Aristotle's four "causes."
 - c. Challenges of the modern era to the ancient quest for wisdom
 - (1) Discoveries in science
 - (2) Protestant reformation
 - (3) Discoveries in the New World
 - (4) The Enlightenment: intellectual responses in the modern era
2. The Enlightenment; Normative ethical theory. Seven (7) clock hours.
 - a. The sentimentalism of David Hume
 - b. The rationalism of Immanuel Kant
 - c. The utilitarianism of Bentham and Mill

- d. The contractarianism of Hobbes, Locke, and Rousseau
- e. Postmodern responses to the Enlightenment
- 3. Normative leadership theories. Seven (7) clock hours. Midterm exam.
 - a. Transformational leadership
 - b. Servant leadership
 - c. Authentic leadership
 - d. Leading nature's way
- 4. Ethical decision making and behavior. Seven (7) clock hours.
 - a. Components of moral action: moral sensitivity; moral judgment; moral motivation; moral character
 - b. Decision making formats
 - (1) Kidder's ethical checkpoints
 - (2) Nash's 12 Questions
 - (3) The DAD formula
 - (4) The case study method
- 5. Organizational climate. Seven (7) clock hours.
 - a. Signs of healthy ethical climates: integrity, structural reinforcement, social responsibility
 - b. Climate building tools: core values, codes of ethics, continuous improvement
- 6. Ethical challenges of diversity. Seven (7) clock hours.
 - a. Leadership and ethical diversity
 - b. Cultural differences and ethical values
 - c. Moral common ground
 - d. Ethical choices in culturally diverse settings
 - e. Final exam (3 clock hours)

Texts:

Bolman, L. G. & Deal, T. E. (2001). *Leading with soul: An uncommon journey of spirit* (New & Revised ed.). CA: Jossey-Bass.

Johnson, C. E. (2009). *Meeting the ethical challenges of leadership: Casting light or shadow* (Third ed.). Thousand Oaks, CA: Sage Publications.

Josephson, M. (2002). *Making ethical decisions*. Los Angeles, CA: Josephson Institute of Ethics.

Methods of Instruction:

Lecture, discussion, case study, small group projects.

Suggested Student Activities:

Students are divided into four small groups (panels/teams). Each group is responsible for:

1. A panel presentation of assigned subject matter in the textual material of the course of study. The presentation should be designed to stimulate class discussion. (Objectives 1 & 2).

- Two of the other three groups will prepare and ask at least two penetrating questions of the panel making the presentation, questions which cannot be answered simply by yes or no. One of the other three groups will serve as a reaction panel to the group responding to the penetrating questions. (Objectives 3 & 4)
- Each group will prepare (write) a short case or vignette (2 – 3 pages) portraying an ethical dilemma, and analyze the case in writing (4 – 6 pages) with respect to ethical principles studied in the course. (Objective 5). Each team will dramatize its analysis and solution for the rest of the class. (Objective 6).

Honor code:

“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

The Mississippi State Honor Code can be found at <http://www.honorcode.msstate.edu/>.

Technology:

- Students communicate with the instructor by e-mail between weekend sessions, and they communicate with each other by e-mail in preparing for their classroom assignments.
- This course of study normally is scheduled in Allen 31, which is equipped with modern technology. Faculty and students make use of this technology as appropriate.

Diversity:

Diversity is addressed explicitly in Objective 3. It is addressed implicitly in the other objectives.

Disability:

Reasonable accommodations will be provided to any student who demonstrates, through appropriate documentation, a qualified disability. Please contact the instructor or visit Student Support Services at <http://www.sss.msstate.edu/> or (662-325-3335) for more information.

Field component:

This course of study does not have a field component.

Evaluation:

Attendance in the three weekends (Friday = 10 points; Saturday = 15 points) _____75 points
 First Saturday morning quiz on introductory material _____25 points
 Take home midterm exam _____100 points
 Presentation on textual material and penetrating questions _____100 points
 Written case and analysis _____50 points
 Dramatization _____50 points

Final exam _____ 100 points

Total 500 points

The take home exam is short answer/ essay. The final exam is objective, a combination of multiple choice and short answer. The instructor grades the written assignment. The panel presentations and dramatizations are a combination of peer assessment and assessment by the instructor.

Grading:

450 – 500 points (90 – 100 %) A

400 – 449 points (80 – 89.8 %) B

350 – 399 points (70 – 79.8 %) C

300 – 349 points (60 – 69.8 %) D

< 300 points (< 60 %) F

Bibliography:

Bolman, L. G. & Deal, T. E. (2001). *Leading with soul: An uncommon journey of spirit* (New & Revised ed.). CA: Jossey-Bass.

Guelzo, A. C. (2005). *Lecture transcript and course guidebook: the American mind*. Chantilly, VA: The Teaching Company.

Hellmich, D. M. (2007). *Ethical leadership in the community college: Bridging theory and daily practice*. Bolton, MA: Anker Publishing Company, Inc.

Johnson, C. E. (2009). *Meeting the ethical challenges of leadership: casting light or shadow* (Third ed.). Thousand Oaks, CA: Sage publications.

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Kane, R. H. (1999). *Course guidebook: The quest for meaning; Value, ethics, and the modern experience*. Chantilly, VA: The Teaching Company.

Koterski, J. (2002). *Lecture transcript and course guidebook: Natural law and human nature*. Chantilly, VA: The Teaching Company.

MacIntyre, A. (1982). *After virtue*. South Bend, IN: University of Notre Dame Press.

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- Robinson, D. N. (2004). *Lecture transcript and course guidebook: the great ideas of philosophy* (2nd ed., part 5). Chantilly, VA: The teaching company.
- Solomon, D. (2008). *Twentieth-century ethics*. Retrieved 8/26/2008 from <http://home.comcast.net/~icuwweb/c04300.htm>
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- Stumpf, A. (2009). *Brief notes on normative ethics*. Handout prepared for roundtable discussion, Council for the Study of Community Colleges, Phoenix, AZ, April 3, 2009.
- (2008). *A short primer on foundations of modern ethical thought*. Mississippi State University: Unpublished handout in EDA 8383.
- Stumpf, A., Holt, D. L., Crittenden, L., & Davis, J. E. (2008). *The order of things: An archaeology of ethical foundations for community college leaders*. *Community college journal of research and practice*. In press.
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- Vaughn, G. B. (1992). *Dilemmas of leadership: Decision making and ethics in the community college*. San Francisco: Jossey-Bass.