

CATALOG INFORMATION

Dept and Nbr: FIRE 50

Title: ETHICAL LEADERSHIP

Full Title: Ethical Leadership in the Classroom

Last Reviewed: 9/23/2019

| Units | | Course Hours per Week | | Nbr of Weeks | Course Hours Total | |
|---------|------|-----------------------|------|--------------|--------------------|------|
| Maximum | 0.50 | Lecture Scheduled | 8.75 | 1 | Lecture Scheduled | 8.75 |
| Minimum | 0.50 | Lab Scheduled | 0 | 1 | Lab Scheduled | 0 |
| | | Contact DHR | 0 | | Contact DHR | 0 |
| | | Contact Total | 8.75 | | Contact Total | 8.75 |
| | | Non-contact DHR | 0 | | Non-contact DHR | 0 |

Total Out of Class Hours: 17.50

Total Student Learning Hours: 26.25

Title 5 Category: AA Degree Applicable

Grading: P/NP Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: FIRE 202

Catalog Description:
This course provides the knowledge and skills needed to identify the value of ethical behavior in instructional settings, describe how ethical norms influence individual ethics, identify a personal ethical perspective and core values and how they impact communication and ethical decision making, and make an ethical decision using an ethical decision making model, in order to assist in making ethical decisions when faced with an ethical dilemma in an instructional setting and carry out the roles and responsibilities of an State Fire Training (SFT) instructor in an ethical manner. Upon successful completion, the student will be awarded a certificate from the State Board of Fire Services (Pass/No pass).

Prerequisites/Corequisites:

Recommended Preparation:
Course Completion of FIRE 208.1 or FIRE 290; AND Eligibility for ENGL 100 or ESL 100 or equivalent

Limits on Enrollment:

Schedule of Classes Information:

Description: This course provides the knowledge and skills needed to identify the value of ethical behavior in instructional settings, describe how ethical norms influence individual ethics, identify a personal ethical perspective and core values and how they impact communication and ethical decision making, and make an ethical decision using an ethical decision making model, in order to assist in making ethical decisions when faced with an ethical dilemma in an instructional setting and carry out the roles and responsibilities of an State Fire Training (SFT) instructor in an ethical manner. Upon successful completion, the student will be awarded a certificate from the State Board of Fire Services (Pass/No pass). (P/NP Only)

Prerequisites/Corequisites:

Recommended: Course Completion of FIRE 208.1 or FIRE 290; AND Eligibility for ENGL 100 or ESL 100 or equivalent

Limits on Enrollment:

Transfer Credit: CSU;

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

| | | | |
|----------------------|----------------------|----------------------|------------------|
| AS Degree: | Area | Effective: | Inactive: |
| CSU GE: | Transfer Area | Effective: | Inactive: |
| IGETC: | Transfer Area | Effective: | Inactive: |
| CSU Transfer: | Transferable | Effective: Fall 2019 | Inactive: |
| UC Transfer: | | Effective: | Inactive: |

CID:

Certificate/Major Applicable:

Both Certificate and Major Applicable

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Describe how ethical norms, core values and personal ethics can influence the ethical decision making process.
2. Describe the ethical standards established by State Fire Training (SFT), the National Fire Protection Association (NFPA) and the fire department Authority Having Jurisdiction (AHJ).

Objectives:

At the conclusion of this course, the student should be able to:

1. Identify course objectives, requirements, assignments, activities, participation requirements and personal goals for attending the course.
2. Identify distinctions between ethics based terms and the value of ethical behavior in the classroom.
3. Describe how ethical norms influence one's individual ethics.
4. Demonstrate the ability to carry out the roles and responsibilities of a SFT instructor in an ethical manner and in accordance with legal requirements, NFPA standards, SFT policies and procedures and the AHJ.
5. Demonstrate an understanding of the SFT Instructor Code of Ethics/Conduct.
6. Identify one's personal ethical awareness/perspective and how that perspective impacts his

- or her communication and decision making process when dealing with ethical situations.
7. Identify one's personal core values and how those values impact their ethical decision making.
 8. Demonstrate the ability to make an ethical decision using an ethical decision-making model.
 9. Evaluate how the course content fulfilled the student's course participation goals.

Topics and Scope:

I. Course Overview

- A. Course objectives
- B. Course activities
- C. Course participation requirements
- D. Motivation for attending

II. Ethic's Terms and Distinctions

- A. Terms
 1. Ethics
 2. Morals
 3. Principles
 4. Values
 5. Ethos
 6. Culture
 7. Character
- B. Why ethics are important
 1. Serving as a mediator when working with others
 2. Provide a baseline for understanding concepts of right and wrong
 3. Define what is acceptable within a culture or group
 4. Provide a framework to use when approaching conflict resolution

III. Ethical Norms

- A. The historical context of ethics
- B. Definition of "ethical norms"
- C. Sources of ethical norms
- D. Influence of ethical norms on individual, group and organizational ethics

IV. Instructor Roles and Responsibilities

- A. Instructor's role as an ambassador for SFT
 1. Performing duties with integrity
 2. Respecting the work of other instructors and SFT
 3. Serving as a role model
 4. Reinforcing SFT mission and values
 5. Observing and evaluating changes in the fire service
- B. Legal requirements and professional standards for instructor ethics
 1. California Code of Regulations sec. 1990.11
 2. California Health & Safety Code (HSC)
 - a. Sec. 13159(d)
 - b. Sec. 13159.8(a)
 3. NFPA 1021 Standard for Fire Officer Professional Qualifications
 - a. Sec. 1-3
 - b. Sec. 4.1.1
 - c. Appendix 6.1.1
- C. The instructor's role in development and delivery
 1. Updating and improving the lesson plan to keep content current and relevant
 2. Reinforcing SFT and the host AHJ mission and values

- 3. Develop and deliver course content in accordance with the SFT procedures manual and SFT Code of Ethics
- D. The relationship between unethical instructor behavior and safety, liability, and risk management for the instructor, student, instructor's agency and the public
- V. SFT Instructor Code of Ethics/Conduct
 - A. Purpose of the SFT Instructor Code of Ethics/Conduct
 - B. The instructor's mission statement
 - C. The instructor's commitment to the student
 - D. The instructor's commitment to the training and education profession
 - E. The instructor's commitment to SFT
- VI. Building Ethical Awareness
 - A. Personal ethics role in the daily decision making process
 - 1. Understanding and caring what is right and good
 - 2. Comparing and deciding among alternatives
 - 3. Forming appropriate opinions and actions
 - 4. Justifying decisions
 - B. Perspectives used to approach ethical situations
 - 1. Character
 - 2. Obligation
 - 3. Results
 - 4. Equity
 - 5. Blended categories
 - C. The use of ethical perspectives to explain positions, build relationships and support decisions.
 - D. Completing an ethics awareness inventory
- VII. Personal Core Values and their Impact on Ethical Decision-Making
 - A. Characteristics of core values
 - 1. Established early in life
 - 2. Modified in response to significant emotional events
 - 3. Often subconscious or not recognized
 - 4. Can be in competition with each other
 - 5. Cannot be taken from you
 - B. Dr. Morris Massey's periods of value imprinting
 - 1. Imprint period (0-7 years)
 - 2. Modeling period (8-13 years)
 - 3. Socialization period (14-21 years)
 - C. Common values
 - D. Personal core values
 - E. Personal core values impact on ethical decision-making
- VIII. Ethical Decision-Making Models
 - A. Different types of ethical dilemmas
 - 1. Right vs. wrong
 - 2. Right vs. right
 - 3. Wrong vs. wrong
 - B. Defining the "ethical decision making model"
 - C. Components of an ethical decision making model
 - 1. Gather facts
 - a. Listen to rationale
 - b. Compare actions (what is happening) with rhetoric (what is being said)
 - 2. Determine ethical issue
 - 3. Identify principles that impact the decision
 - 4. List alternatives

5. Compare alternatives
 6. Consider the consequence of each alternative
 - a. The greater the consequence, the greater the need for careful decision making
 - b. Questions to consider
 - i. Could you or someone suffer physical harm?
 - ii. Could you or someone suffer physical pain?
 - iii. Could the decision hurt your reputation, undermine your credibility or damage important relationships?
 - iv. Could the decision impede the achievement of any important goal?
 7. Making the decision
 - D. Making decisions using an ethical decision making model
- IX. Evaluating the Course Content to the Student's Participation Goals
- A. Reviewing the course objectives
 - B. Revisiting the student's enrollment motivations to verify they have been met

Assignment:

1. Pre-course reading assignment and discussion (must pass)
2. Watch and discuss video (such as Emperor's Club) (must pass)
3. Williams Institute Ethical Awareness Inventory (fill-in)
4. Read Williams Institute Ethical Decision-Making Model (must pass)
5. Student report on motivation for attending (must pass)
6. Develop a list of unethical situations
7. Conduct a personal ethical inventory
8. Ethical problem solving scenarios
9. Create and implement the seven-step ethical decision-making process (group project)
10. Value card selection
11. Instructor-led video discussion
12. Re-visit the list of unethical situations and apply the seven step ethical decision-making model (must pass)
13. Re-examine student motivation for attending

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Williams Institute Ethical Awareness Inventory (fill-in), student report on motivation for attending, develop list of unethical situations, conduct a personal ethical inventory

Writing
10 - 30%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Ethical Problem Solving Scenarios, create and implement the seven-step ethical decision-making process, value card selection

Problem solving
10 - 25%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Completing 5 assignments (student must pass all 5 assignments)

Skill Demonstrations
10 - 30%

Exams: All forms of formal testing, other than skill performance exams.

None

Exams
0 - 0%

Other: Includes any assessment tools that do not logically fit into the above categories.

Pre-course reading assignment, video, read Williams Institute Ethical Decision Making Model, video discussion, revisit list of unethical situations, re-examine student motivation for attending

Other Category
50 - 50%

Representative Textbooks and Materials:

Ethical Awareness Inventory. 6th ed. Williams, Linda. The Williams Institute. 2012 (classic)
Ethical Leadership in the Classroom Student Manual. 2nd ed. State Fire Training Bookstore. 2017