



## **Organizational Change and Leadership EdD Program**

### **EDUC 522-26567: Accountability Course Syllabus 3 units**

**Instructor: Melanie Brady, EdD. Assistant Adjunct Professor**  
**Section: 26567D Tuesdays 3:30 to 5:30PM, PST, Session 328**  
**Office: UPC, WPH1001E**  
**Phone: (714) 658-4477**  
**Email: melanilb@usc.edu**

#### **INTRODUCTION**

The mission of the USC Rossier School of Education is to improve learning in urban education locally, nationally, and globally.

The program and this course constitute a critical component of the USC Rossier School of Education. Specifically, this course addresses **accountability**, one of four academic pillars that serves as the foundation for the Rossier mission.

#### **PURPOSE**

This course focuses on the domain of accountability, a concept critical to leaders of organizations of all types. This core course on accountability traces the evolution of the concept, with an emphasis on emerging accountability issues in urban schools and colleges and other organizations that serve large numbers of low-income and racially and ethnically diverse groups. Special attention is given to helping leaders understand, analyze, and cope within the context of increased demands for accountability. We also consider the connections between accountability and the creation of evidence-based cultures. The examples discussed in this course are in the K–12 or higher education context, as well as business, the health professions, and the nonprofit sector. Most of the course context originated in the private sector over the past 25 years.

#### **LEARNING OUTCOMES**

By the completion of this course, you will:

1. Understand the current policy environment for accountability in a variety of settings (K–12, higher education, business, nonprofit) and be able to compare that to accountability mechanisms in other settings.

2. Have had practice identifying the empirical basis for a specific theory or practice by applying research through analysis of an accountability problem in an organizational training environment.
3. Have developed skills in reading and understanding research on accountability and how to apply that research to solving challenging problems in urban settings.
4. Be able to demonstrate knowledge and understanding of
  - a. The measurement issues involved in the development of accountability systems.
  - b. How accountability mechanisms are developed and used in the policy environment.
  - c. The impact that accountability programs have on educational programs in various settings.

## **REQUIRED READING**

### **Books**

American Psychological Association (APA). (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

### **Articles (Available on ARES)**

### **Handouts (Available on 2SC)**

## **CLASS TIME**

Class time and contact hours weekly: Contact time for the course is 3 hours and 10 minutes. Contact time will be met by a combination of online synchronous activities (live class meetings, live required office hours, guided student discussion) and online asynchronous learning (faculty and invited expert video lectures, moderated discussion forums, quizzes). The class meets once a week for 2 hours in a live session.

The course will be taught based on the flipped classroom design and in a workshop mode. This design is based on research that clearly demonstrates learning is enhanced when working actively, as opposed to listening passively (as in a lecture). In order to make as much time as possible for active work in class, you will watch prerecorded lectures and interviews and complete some activities prior to class. You are expected to prepare for class by doing all the reading, watching all the videos, and completing all required tasks before you attend class.

## **OUT-OF-CLASS ASSIGNMENTS**

The out-of-class workload for this course is approximately 6 hours and 30 minutes per week. Out-of-class assignments include:

- Readings (approximately 3 hours weekly)

- Recorded lectures, videos, and quizzes (approximately 1 hour weekly)
- Written assignments (approximately 2.5 hours weekly)

## **COURSE ASSIGNMENTS**

### **Reflective Review**

Students will prepare a reflective review, based on one or two of the assigned readings, that answers the question: As a leader in your workplace, how would you apply concepts from the readings to your work setting? A reflective review is intended to stimulate metacognitive activity. A reflective review should not exceed three pages in length (double-spaced) and will be graded on a 10-point scale. Reviews that earn a “10” will include a *description* of the ideas and concepts (4 points), an *application* of the concepts to your work setting (4 points), and the proper use of written conventions and doctoral-level *APA writing style* (2 points).

### **Reflective Review Grading Criteria**

An exemplary reflective review would meet the following criteria:

- The review includes approximately two paragraphs that summarize the main ideas of the week’s readings, providing a description of the authors’ main ideas, concepts, and arguments or problem being addressed.
- The review includes approximately two paragraphs that apply the concepts from the readings to your work setting.
- The review is well written and easy to follow and follows APA style guidelines.
- The review does not exceed the three-page limit.
- Due: Before the Unit 8 Live Session.

### **Three Papers on Accountability**

Regardless of your current or future position, it is likely that accountability will be an issue you will face. For this term project, you are asked to apply the concepts and issues of accountability discussed in class and expanded on in the assigned readings to the organization where you work (or, in the case of those not currently working, a place of employment you either worked in previously or where you expect to work in the future). Students can think about accountability of the organization as a whole as well as the individuals within the organization. No original data collection or outside research is required. Students will also make a 7-minute oral presentation on one or more of their papers in Unit 12. The three papers, which will be developed over the duration of this course, will be completed in three sequential phases.

1. Accountability Types: Due Unit 4.

2. Benchmarking: Due Unit 8.
3. Improving Accountability: Due Unit 12.

In the event that you submit an assignment that does not meet these criteria, you may be asked to redo the assignment, and it will then be regraded.

The intent with the papers is to provide an opportunity for you to apply new knowledge about accountability theory and practice toward addressing real-world situations. The writing assignments also provide an opportunity for you to develop writing skills. Page limits are provided below; learning to write succinctly is an essential leadership skill. The term project is worth 75 points toward your final grade.

### **Paper 1** **Accountability Types**

For this assignment, you will need to consider the types of accountability you are encountering (or expect to encounter or have encountered) within the organization in which you work and critically analyze some of the challenges or problems associated with this accountability.

For Paper 1, you should do the following:

1. Provide a one-page or shorter description or overview of the context of the organization. Use a pseudonym for your organization, if appropriate.
2. Answer the following questions:
  - a. To whom is your organization accountable, and for what? Describe at least two types of accountability discussed in the readings and in class that are most relevant to your organization's performance. Be specific and provide examples. Be sure to describe all aspects of the definition of accountability that have been discussed in class: the parties involved in this relationship, the goals and expectations, the performance assessed, and the consequences.
  - b. Is your organization currently succeeding at achieving these accountability goals and expectations?
  - c. What are some of the challenges or problems your organization or individuals within the organization face in meeting these accountability goals and expectations? Be specific and provide examples. These can apply to either accountability problems within the organization or external accountability issues.

**Length:** Four to six pages, double-spaced, excluding references.

**Due Date:** Before the Unit 4 Live Session.

**Evaluation and Feedback:** Credit on this assignment is worth 25 points toward the final grade. In order to receive full credit, the paper must demonstrate a clear understanding of the types of

accountability, and the accountability problem that you have proposed needs to be reasonable and described clearly. When possible, it is a good idea to ask one of your fellow students to read the paper and describe the problem prior to your submitting the paper to the professor.

### **Grading Criteria**

An exemplary paper would meet the following criteria:

- Online LMS submission.
- The paper is four to six double-spaced pages, excluding references.
- The paper cites appropriate and relevant readings from the course, following APA style guidelines.
- The writing in the paper is coherent, with a well-developed argument, including an introduction and conclusion.
- The author has identified at least two types of accountability to which the organization is subject and has included all four parts of the definition in the description of these accountability types.
- The author has critically analyzed some of the challenges or problems the organization faces in meeting these accountability goals.

### **Paper 2 Benchmarking a Problem**

You have been asked to put together a team to tackle a performance problem in your organization through a benchmarking analysis. Please respond to the following prompts to describe your benchmarking process. Note: You are not being asked to actually conduct the research in these other organizations; instead, describe the process you would undertake.

1. You can choose one of the issues identified in Paper 1, or you can identify a different performance issue in your organization. It could relate to outcomes (e.g., low student test scores, low graduation rates, high dropout rates); low retention or completion rates among staff (e.g., satisfaction, retention and turnover problems, quality of instruction); or the overall organization (e.g., poor climate, inefficient or ineffective structures). Briefly (in less than one page) describe this problem.
2. Identify at least three peer organizations that you want to include in this benchmarking analysis and the criteria you have used to identify these organizations. Are they similar or aspirational, and why?
3. What are the specific performance measures or indicators you want to analyze in your organization compared to the peer organizations?

4. Before you can understand how and why another organization is getting particular outcomes, you need to thoroughly understand your own practices. What are some of the policies, procedures, methods, structures, etc., that might be contributing to your performance problem and that you would like to compare to these other organizations? (Recall Clark and Este's gap analysis to identify some potential categories of practice around motivation, knowledge and skills, and organizational context.) Identify at least four specific practices that you would like study in these other organizations.

You might consider whether knowledge and skills, organizational issues, and political issues influence the problem. Describe how the proposed performance measures (indicators) will inform your analysis; use real-world examples and include enough details that the reader understands the situation and the various stakeholders.

**Length:** Four to six pages total, double-spaced, excluding references.

**Due Date:** Before the Unit 8 Live Session.

**Evaluation and Feedback:** Credit on this assignment is worth 25 points toward the final grade. In grading this assignment, your professor will be considering the following points: (1) Is the problem well defined? (2) Is there a clear rationale for selecting the benchmarking organizations? (3) Are the proposed performance measures clearly defined and reasonable? (4) Is the paper coherent and clearly written, does it include an introduction and conclusion, and does it use APA style?

### Grading Criteria

An exemplary paper would meet the following criteria:

- Online LMS submission.
- The paper is four to six double-spaced pages, excluding references.
- The paper cites appropriate and relevant readings from the course, following APA style guidelines.
- The writing in the paper is coherent, with a well-developed argument, including an introduction and conclusion.
- The paper includes a description of the problem, the benchmarking process, how the organizations used in the benchmarking are identified, and measures to be used, as well as at least four practices you would like to study in these organizations. These indicators are reasonable and well defined. The indicators help inform the accountability issue.
- The author uses real-world examples and enough details that the reader understands the situation and various stakeholders.

### **Paper 3**

#### **Improving Accountability**

For this assignment, you will devise a plan of action that, when implemented, you believe will lead to improved accountability within the organization or with the outside agencies monitoring the organization's performance. These are potential solutions that you can “park” for your Chapter 5, should you validate the issues, needs, or assets. Be sure to draw from the readings as you address this external or internal problem. In order to meet accountability goals and expectations, what is needed? Is it a leadership issue? Are increased resources necessary? Are there ethical issues involved? In other words, how can the problem be ameliorated while ensuring that no violations are taking place. *Describe in detail an action or set of actions* (at least three) needed to improve accountability in the organization. Cite specific concepts, models, and theories (including, but not limited to, Clark and Estes), and be sure to explain how your proposed plan of action reflects what you have learned in class. What were the characteristics of the accountability problem that justified your proposed action plan? How do the concepts, models, and theories help explain the outcomes of the action you would take? In other words, *use the material from the course* as predictors of what would happen if all goes as theory would suggest.

**Due Date:** Before the Unit 12 Live Session.

**Length:** Four to six pages, double-spaced, excluding references.

**Evaluation and Feedback:** Credit on this assignment is worth 25 points toward the final grade. The main criterion in grading the paper will be how well you have applied and integrated the course readings and class discussion toward developing feasible solutions to a real-world accountability problem. Use of evidence and illustrations to support your statements also will be important. As with all your graduate work in RSOE, you are expected to use APA style when you cite journal articles, personal communications, news stories, and other references. There will be no redoing of this assignment.

#### **Grading Criteria**

An exemplary paper would meet the following criteria:

- Online LMS submission.
- The paper is four to six double-spaced pages.
- The paper cites appropriate and relevant readings from the course, following APA style guidelines.
- The writing in the paper is coherent, with a well-developed argument, including an introduction and conclusion.

- The paper includes an action plan that outlines a feasible, coherent, and detailed set of actions that respond to the problem analysis.
- The paper explains how the characteristics of the accountability problem justify the proposed action plan.
- The paper uses specific concepts, models, and theories (including, but not limited to, Clark and Estes) from readings and class discussion to explain the rationale for and potential outcomes of the action plan.
- The action plan is likely to achieve all of the indicators of success.

### **Oral Presentation**

For this assignment, you will create a 7-minute PowerPoint presentation for a small group of your classmates. In your presentation, you want to review the main points of the paper or papers you wrote.

**Due Date:** Before the Unit 12 Live Session.

**Length:** 7-minute PowerPoint presentation (10 slides).

### **Oral Presentation Grading Criteria**

An exemplary oral presentation would meet the following criteria:

- A digital copy of the PowerPoint presentation is submitted on time.
- The PowerPoint presentation does not exceed 10 slides.
- The presentation covers one or more of the papers assigned and includes the following:
  - Background or context of accountability problem.
  - Identification of accountability problem.
  - Type or category of accountability.
  - Who is being held accountable and for what.
  - The reasons why this is an accountability problem.
  - Analysis of the problem.
  - Benchmarks considered.
  - Performance measures (indicators) used to assess the accountability problem.
  - Action plan that outlines a detailed set of actions to respond to the problem.



### Some Stylistic Issues

- On all assignments: Use APA style. On page 1, include the title and date of the assignment as listed in the syllabus; your institutional affiliation (i.e., University of Southern California, Rossier School of Education); the title of the course; the name of the professor; your name and e-mail address; and the date.

### *Unit Sequence*

<i>Week</i>	<i>Unit</i>	<i>Assignment Due</i>
Week 1	1. Introduction; Definition and History of Accountability	
Week 2	2. Types of Accountability	
Week 3	No Live Session	Complete the Unit 2 Application worksheets
Week 4	3. Using Benchmarks to Drive Performance	
Week 5	4. Equity, Diversity, and Accountability	Paper 1
Week 6	5. Learning, Assessment, and Accountability	
Week 7	No Live Session	Brief individual meetings with the instructor
Week 8	6. Holding Organizations Accountable	
Week 9	7. Individual and Organizational Accountability	
Week 10	8. Accountability and Resource Adequacy	Paper 2 Reflective Review
Week 11	9. Leadership and Accountability	
Week 12	10. Building Internal Capacity for Improvement and Accountability	
Week 13	11. Ethics and Accountability	
Week 14	No Live Session	Complete the Unit 11 Application
Week 15	12. Oral Presentations	Paper 3

### **Unit 1: Definition and History of Accountability**

#### **Introduction**

This initial class will introduce students to each other, the instructor, and the intellectual content of the course. The first part of the class will be devoted to describing the syllabus and course project. The remainder of the class will focus on how accountability has been defined in a variety of contexts (e.g., K–12, higher education, business and industry, and health professions).

## Unit Learning Goals

When you finish this unit, you will have learned to:

1. Define the concept of accountability and give examples of its use in various contexts, both in education and beyond.
2. Compare and contrast the evolution of accountability in K–12 and higher education as well as other sectors, including the social and political pressures that have influenced trends.
3. Begin to identify major accountability issues and challenges encountered in your professional field.

## Readings to Complete Before Class

- Conner, T. W., & Rabovsky, T. M. (2011). Accountability, affordability, access: A review of the recent trends in higher education policy research. *Policy Studies Journal*, 39(s1), 93–112.
- Darling-Hammond, L., & Snyder, J. (2015). Meaningful learning in a new paradigm for educational accountability: An introduction. *Education Policy Analysis Archives*, 23(7).
- Dubnick, M. (2014). Accountability as cultural keyword. In M. Bovens, R. E. Goodin, & T. Schillemans (Eds.), *Oxford handbook of public accountability* (pp. 23–28). Oxford: Oxford University Press.
- Hentschke, G. C., & Wohlstetter, P. (2004). Cracking the code of accountability. *University of Southern California Urban Education*, Spring/Summer, 17–19.
- McKernan, J. F., & McPhail, K. (2012). Accountability and accouterability. *Critical Perspectives on Accounting*, 23(3), 177–182.

## Questions to Answer Before Class as You Complete Your Reading Assignment

1. How is the concept of accountability defined in your workplace?
2. How has the definition of accountability changed over time in education, and what factors have led to those changes?
3. What are some of the current challenges to accountability?
4. How does the definition of accountability introduced in this unit align with and differ from your previous professional experience working with this topic?
5. Based on Hentschke and Wohlstetter, how can the contractual agreements between directors and providers in your profession or specific work setting be leveraged to increase desired outcomes and equity?

## Unit 2: Types of Accountability

### Introduction

Organizations are subject to various forms of accountability, often at the same time. Leaders of organizations are faced with both internal and external accountability demands. Moreover, leaders of schools, universities, and other organizations are currently coping with bureaucratic accountability, professional accountability, and market accountability. Depending on the context

in which an organization is located, there may be more of one type of accountability than another.

### **Unit Learning Goals**

When you finish this unit, you will have learned to:

1. Distinguish between various types of accountability (e.g., bureaucratic, professional, community) and how you as a leader can most effectively respond to them.
2. Continue to identify major accountability issues and challenges encountered in your profession or specific work setting.

### **Readings to Complete Before Class**

- Burke, J. C. (2004). Achieving accountability in higher education: Balancing public, academic, and market demands. In J. C. Burke (Ed.), *The many faces of accountability* (pp. 1–24). San Francisco: Jossey-Bass.
- Firestone, W. A., & Shipps, D. (2005). How do leaders interpret conflicting accountabilities to improve student learning? In W. A. Firestone & C. Riehl (Eds.), *A new agenda for research in educational leadership* (pp. 81–91). New York: Teachers College Press.
- Lee, M., Walker, A., & Ling Chui, Y. (2012). Contrasting effects of instructional leadership practices on student learning in a high accountability context. *Journal of Educational Administration*, 50(5), 586–611.
- Romzek, B. S., & Dubnick, M. J. (1987). Accountability in the public sector: Lessons from the Challenger tragedy. *Public Administration Review*, 227-238.
- Stecher, B., & Kirby, S. N. (2004). Introduction. In B. Stecher & S. N. Kirby, *Organizational improvement and accountability: Lessons for education from other sectors* (pp. 1–7). Santa Monica, CA: Rand Corporation. Retrieved November 14, 2005, from <http://www.rand.org/publications/MG/MG136/>

### **Questions to Answer Before Class as You Complete Your Reading Assignment**

1. What types of accountability exist in your profession?
2. Which types are most and least effective in creating organizational improvement?
3. What types of accountability exist outside education?
4. How do they fit or not fit with realities of education in urban settings?
5. How can the various types of accountability discussed in this unit be applied in your profession or specific work setting to achieve greater outcomes and equity?

## **Unit 3: Using Benchmarks to Drive Performance**

### **Introduction**

Setting goals and targets to drive organizational performance is a common problem-solving strategy in both the private and public sectors. Although setting “stretch goals” has been shown to work in a few isolated cases, data-driven benchmarking is the preferred and more common approach. A benchmark is a reachable, objective, and reliable categorization or numerical scale by which organizational performance is assessed. There are two ways to benchmark

organizational performance: peer-based benchmarking and standards-based benchmarking. In peer-based benchmarking, similar or aspirational peer organizations are used as performance benchmarks. For example, a private research university such as USC might benchmark its student retention rate to that of peer institutions such as Stanford, Harvard, and Yale. The second way to benchmark is to use objectively determined standards of performance. For example, a car manufacturer may set a goal of attaining a 5 star safety rating from the National Highway Traffic Safety Administration for its vehicles.

### Unit Learning Goals

When you finish this unit, you will have learned to:

1. Use peer-based benchmarking to solve a variety of accountability problems in K–12 education, higher education, and industry.
2. Use standards-based benchmarking to solve a variety of accountability problems in K–12 education, higher education, and industry.

### Readings to Complete Before Class

Bogue, E. G., & Hall, K. (2003). College rankings and ratings: The test of reputation. In E. G. Bogue & K. Hall (Eds.), *Quality and accountability in higher education: Improving policy, enhancing performance* (pp. 51–75). Westport, CT: Praeger.

College Scorecard. <http://www.whitehouse.gov/issues/education/higher-education/college-score-card>

Dowd, A. C. (2005). *Data don't drive: Building a practitioner-driven culture of inquiry to assess community college performance*. Boston: University of Massachusetts, Lumina Foundation for Education.

Gladwell, M. (2011, February 14). The order of things. *The New Yorker*, 69–75.

Marsh, J. A. (2012). Interventions promoting educators' use of data: Research insights and gaps. *Teachers College Record*, 114(11), 1–48.

Ozcan, Y. A. (2008). Health care benchmarking and performance evaluation. *An Assessment using Data Envelopment Analysis (DEA)*, (Ed.) Chapter 1, 3-14. *Springer Science+ Business Media, New York*, 4.

### Questions to Answer Before Class as You Complete Your Reading Assignment

1. Use both peer-based benchmarking and standards-based benchmarking to begin to solve an accountability problem that you have identified.

## Unit 4: Equity, Diversity, and Accountability

### Introduction

Equity, diversity, and access are key goals in both private and public settings. In K–12 education, equity is a key aspect of the No Child Left Behind Act of 2001. Schools are increasingly being

held responsible for addressing the performance of particular subgroups of the population and for closing achievement gaps. In business and industry, “equal opportunity” has been a theme for nearly 50 years. Research shows that diversity has a positive impact on workplace effectiveness. How can accountability be used to promote equity and diversity?

### **Unit Learning Goals**

When you finish this unit, you will have learned to:

1. Understand how the disaggregation of data by a subgroup can be used as a vehicle for closing achievement gaps.
2. Understand issues of fairness and bias involved in the assessment of English language learners and members of racial minority groups.

### **Readings to Complete Before Class**

Darling-Hammond, L. (2007). Race, inequality and educational accountability: The irony of "No Child Left Behind." *Race, Ethnicity and Education*, 10(3), 245–260.

Dowd, A. C., & Bensimon, E. M. (2014). *Engaging the "race question": Accountability and equity in US higher education*. New York: Teachers College Press.  
(link to specific chapter)

Lang, D. W. (1999). *Similarities and differences: A case study in measuring diversity and selecting peers in higher education*. Société canadienne pour l'étude de l'enseignement supérieur.

Lim, N., Haddad, A., & Daugherty, L. (2013). *Implementation of the DOD Diversity and Inclusion Strategic Plan: A framework for change through accountability* (RAND National Security Research Division Report).

Trenerry, B., & Paradies, Y. (2012). Organizational assessment: An overlooked approach to managing diversity and addressing racism in the workplace. *Journal of Diversity Management (JDM)*, 7(1), 11–26.

### **Question to Answer Before Class as You Complete Your Reading Assignment**

1. How can accountability promote diversity?
2. When does accountability hinder equity?
3. What indicators can be used in your workplace to assess progress toward equity?

## **Unit 5: Learning, Assessment, and Accountability**

### **Introduction**

One of the major challenges in conducting research in learning, whether in schools, colleges and universities, or other work settings, is the measurement and assessment of learning. Learning is both cognitive and affective. This class will address this issue. In most accountability applications in education, and in many applications in business and industry, learning is the primary institutional goal. However, the line between the learning that can be assessed and the learning that takes place is often blurry.

## Unit Learning Goals

When you finish this unit, you will have learned to:

1. Define and give examples of key accountability concepts in learning.
2. Use assessments to drive instruction.
3. Connect the learning that has taken place to the learning that is being assessed for accountability purposes.

## Readings to Complete Before Class

- Black, P., & William, D. (2010, September). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 92(1), 139–148.  
<http://pdk.sagepub.com/content/92/1/81.abstract>
- Campbell, D. (2002). Outcomes assessment and the paradox of nonprofit accountability. *Nonprofit management and leadership*, 12(3), 243–259.
- Golden, D. (2006, November 13). Colleges, accreditors seek better ways to measure learning. *The Wall Street Journal*, pp. B1, B2.
- Hughey, A. W., & Burke, M. G. (2010). External confirmation of adherence to standards: As applicable to academic programmes as to business and industry. *Industry and Higher Education*, 24(4), 257–262.
- Marsh, J. A., & Farrell, C. C. (2015). How leaders can support teachers with data-driven decision making: A framework for understanding capacity building. *Educational Management Administration Leadership*, 43(2), 269–289. doi: 10.1177/1741143214537229

## Questions to Answer Before Class as You Complete Your Reading Assignment

1. How can learning and accountability be linked for accountability purposes?
2. How does measurement support decision-making?
3. What is formative assessment?

## Unit 6: Holding Organizations Accountable

### Introduction

Organizations in all work sectors are held accountable for their performance. This unit applies accountability measures and approaches used for organizational accountability in the business, education, and health care sectors. In particular, this unit focuses on the *balanced scorecard* as a method for assessing organizational performance. The balanced scorecard is a customized set of measures that allows decision-makers to view organizational effectiveness from four perspectives simultaneously.

### Unit Learning Goals

When you finish this unit, you will have learned to:

1. Establish goals and indicators to reflect various measures of performance in your workplace.
2. Create a balanced scorecard.

### Readings to Complete Before Class

- Baur, D., & Schmitz, H. P. (2012). Corporations and NGOs: When accountability leads to co-optation. *Journal of Business Ethics*, 106(1), 9-21.
- Benjamin, L. M. (2008). Account space: How accountability requirements shape nonprofit practice. *Nonprofit and Voluntary Sector Quarterly*, 37(2), 201–223.
- Bensimon, E. M., Hao, L., & Bustillos, L. T. (2007). Measuring the state of equity in higher education. In P. Gandara, G. Orfield, & C. Horn (Eds.), *Expanding opportunity in higher education: Leveraging promise* (pp. 143–166). Albany, NY: State University of New York Press.
- Darling-Hammond, L., Wilhoit, G., & Pittenger, L. (2014). Accountability for college and career readiness: Developing a new paradigm. *Education Policy Analysis Archives*, 22(86), 1. Available at: <http://epaa.asu.edu/ojs/article/view/1724>
- Ebrahim, A. (2010). The many faces of nonprofit accountability. In D. O. Renz & associates (Eds.), *The Jossey-Bass handbook of nonprofit leadership and management* (pp. 101–123) (3<sup>rd</sup> ed.). San Francisco: John Wiley & Sons/Jossey-Bass.
- Emanuel, E. J., & Emanuel, L. L. (1996). What is accountability in health care? *Annals of Internal Medicine*, 124(2), 229-239.

### Question to Answer Before Class as You Complete Your Reading Assignment

1. How would you create a balanced scorecard for your workplace?
2. How would you create a diversity scorecard for your workplace?

## Unit 7: Individual and Organizational Accountability

### Introduction

The capacity of the K–16 education system and other organizations to adapt to a complex and turbulent external environment requires the reconceptualization of faculty, teacher, and leadership roles. Accordingly, institutions of higher education and schools face two challenges: (1) the creation of performance and productivity standards that are aligned with the changing purposes, roles, and expectations of K–12 and postsecondary education; and (2) the creation of a system of rewards and incentives that will motivate faculty members, teachers, and administrators to develop new practices. Organizational principles used within government and other sectors has a rich history which can further our understanding of individual and organizational accountability.

### Unit Learning Goals

When you finish this unit, you will have learned to:

1. Develop strategies to align institutional purposes with individual practices.
2. Differentiate among different types of reward systems.
3. View reward systems through the lens of professional cultures.
4. Argue the advantages and disadvantages of performance-based pay.

## Readings to Complete Before Class

- Corts, K. S. (2007). Teams versus individual accountability: Solving multitask problems through job design. *The RAND Journal of Economics*, 38(2), 467–479.
- Heinrich, C. J. (2002). Outcomes-based performance management in the public sector: implications for government accountability and effectiveness. *Public Administration Review*, 62(6), 712-72
- Johnson, D. W., Johnson, R. T., & Smith, K. (2007). The state of cooperative learning in postsecondary and professional settings. *Educational Psychology Review*, 19(1), 15–29.
- Marsh, J., Springer, M., McCaffrey, D., Yuan, K., Epstein, S., Koppich, J., Kalra, N., DiMartino, C., & Peng, A. (2011). *A big apple for educators: New York city's experiment with schoolwide performance bonuses—final evaluation report* (RAND Education report). Available at: <http://www.rand.org/pubs/monographs/MG1114.html> (Summary, pp. 1–20).
- Milanowski, A. T., Kimball, S. M., & Odden, A. (2005). Teacher accountability measures and links to learning. In L. Steifel, A. E. Schwartz, R. Rubenstein, & J. Zabel (Eds.), *Measuring school performance and efficiency: Implications for practice and research* (2005 American Education Finance Association yearbook) (pp. 137–162). New York: Taylor & Francis.

## Questions to Answer Before Class as You Complete Your Reading Assignment

1. What are the underlying assumptions about individual motivation in performance-based reward systems?
2. What objections might faculty members, teachers, and managers have to performance-based reward systems?
3. How does the faculty or teacher evaluation system at your campus or school compare to the models presented in the readings? How about other work settings?
4. In what ways could information gathered through faculty and teacher evaluation be useful to administrators, e.g., a principal or a department chair? In what ways is this information used in your campus or school? How about other work settings?
5. Are there other ways of evaluating faculty or teacher performance that were not mentioned in the readings? How about other work settings?

## Unit 8: Accountability and Resource Adequacy

### Introduction

Ascertaining how much money is needed and how it can best be utilized to improve learning is the focus of this unit. Financing education is the single largest expenditure made by all 50 states. Today, there is a growing concern over how much is spent for education and how well those funds are used to meet the educational goals and standards we discussed in earlier classes. Particularly in the K–12 environment, current efforts to ensure “adequate” school funding have moved researchers to look at the link between resources and student outcomes and to estimate how much is needed to ensure that all—or almost all—students are able to meet today’s achievement standards. Institutions of higher education face similar cost pressures as tuition



increases have exceeded the rate of inflation for over a decade. Finally, private firms continue to devote large sums of money to education and training programs for their employees.

### **Unit Learning Goals**

When you finish this unit, you will have learned to:

1. Understand the role of fiscal considerations in the design and implementation of accountability systems, including
  - how states are working to understand what an adequate level of funding for schools should be; and
  - linking funding to student and employee outcomes.
2. Describe why financial accountability is often separated from performance accountability.

### **Readings to Complete Before Class**

- Dowd, A. C., & Grant, J. L. (2006). Equity and efficiency of community college appropriations: The role of local financing. *The Review of Higher Education, 29*, 167–194.
- Hillman, N. W., Tandberg, D. A., & Fryar, A. H. (2015). Evaluating the impacts of “new” performance funding in higher education. *Educational Evaluation and Policy Analysis*. doi: 0162373714560224.
- Melendéz, S. E. (2001). The nonprofit sector and accountability. *New Directions for Philanthropic Fundraising, 31*, 121–132.
- Rabovsky, T. M. (2012). Accountability in higher education: Exploring impacts on state budgets and institutional spending patterns. *Journal of Public Administration Research and Theory, 22*(4), 675–700.

### **Questions to Answer Before Class as You Complete Your Reading Assignment**

1. Organizations (business, nonprofit, schools, universities) are guided by a specific set of goals, or mission. What is the relationship between organizational mission, finance, and accountability?
2. Apply the concept of resource adequacy to three different organizational contexts. Discuss how the concept of “adequacy” may be applied differently. Provide examples.

## **Unit 9: Leadership and Accountability**

### **Introduction**

This class will focus on leadership accountability issues in urban schools, institutions of higher learning, and other work settings. Leaders of such institutions must understand themselves, the organizations that they head, and the complex social and political environments that represent such institutions. Accountability is a major mechanism to achieve these goals.

## Unit Learning Goals

When you finish this unit, you will have learned to:

1. Analyze the interrelationships or connections between accountability and leadership.
2. Define a set of practical skills leaders need to encourage accountability within their organization and improve organizational performance.
3. Develop strategies for holding others accountable for results.

## Readings to Complete Before Class

- Childress, S., Elmore, R., & Grossman, A. (2006). How to manage urban school districts. *Harvard Business Review*, 84(11), 55–68.
- Waters, T., Marzano, R. J., & McNulty, B. (2003). *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement*. Aurora, CO: Mid-continent Research for Education and Learning.
- Wallis, J., & Gregory, R. (2009). Leadership, accountability and public value: Resolving a problem in “new governance”? *International Journal of Public Administration*, 32(3–4), 250–273.
- Nikias, M. (2010). The destined reign of Troy (inaugural address). Retrieved from <http://tfm.usc.edu/winter-2010/the-destined-reign-of-troy>

## Questions to Answer Before Class as You Complete Your Reading Assignment

1. What are the key accountability issues facing educational leaders?
2. What workplace conditions hinder accountability?
3. What can leaders do to counteract these conditions and create an organization that is more prepared for accountability?
4. What is the role of the leader in managing different types of accountability?

## Unit 10: Building Internal Capacity for Improvement and Accountability

### Introduction

Educational institutions that are strong in internal accountability and those that can be described as “learning organizations” tend to respond better to the demands of external accountability. It is advantageous for universities, districts, and schools to be engaged in knowledge development and capacity building, as these in turn lead to improvement. The same can be said for non-profit, health care and military organizations. This unit examines how internal and external accountability are related and what can be done internally in an organization in order to lead to improvement on external measures.

## Unit Learning Goals

When you finish this unit, you will have learned to:

1. Define a learning organization and how it relates to accountability.
2. Identify the central features of an accountability system.

3. Critically examine the assumptions upon which external accountability systems are built.
4. Understand the relationship between accountability and organizational capacity.
5. Identify the ingredients of an accountability system that is likely to lead to school improvement.

### Readings to Complete Before Class

- Elmore, R. F. (2002). *Bridging the gap between standards and achievement*, Washington, DC: Albert Shanker Institute. Retrieved July 12, 2003, from <http://www.shankerinstitute.org/resource/bridging-gap-between-standards-and-achievement>
- Marsh, J. A., Pane, J. F., & Hamilton, L. S. (2006). *Making sense of data-driven decision making in education* (RAND Education occasional paper). Santa Monica, CA: RAND Corporation. Available at: [http://www.rand.org/pubs/occasional\\_papers/OP170.html](http://www.rand.org/pubs/occasional_papers/OP170.html)
- New England Association of Schools and Colleges. (2015). U.S. regional accreditation: An overview. Retrieved from <https://cihe.neasc.org/about-accreditation/us-regional-accreditation-overview>
- Reyes, E. M., Sharma, A., Thomas, K. K., Kuehn, C., & Morales, J. R. (2014). Development of a technical assistance framework for building organizational capacity of health programs in resource-limited settings. *BMC Health Services Research*, *14*(1), 399.
- Saxton, G. D., & Guo, C. (2011). Accountability online: Understanding the web-based accountability practices of nonprofit organizations. *Nonprofit and Voluntary Sector Quarterly*, *40*(2), 270-295.

### Questions to Answer Before Class as You Complete Your Reading Assignment

1. What is the relationship between accountability and organizational capacity?
2. What is a “learning organization”?
3. What are the ingredients of an accountability system that are likely to lead to organizational improvement?

## Unit 11: Ethics and Accountability

### Introduction

The units in this Accountability course have tended to gloss over one topic that has received increased recent attention: the abuse of information. As you will read, a number of publications have carried stories documenting how institutions manipulate their reporting of data in order to make themselves look better in the eyes of others. These stories raise the issues of ethics and data integrity. The problem of misleading information has led to policy changes designed to minimize the abuse of statistics. In this unit you will consider such issues.

### Unit Learning Goals

When you finish this unit, you will have learned to:

1. Identify the key ethical issues associated with an accountability system, and give examples in various contexts, both in education and beyond.
2. Compare and contrast the ethical issues in K–12, higher education, and business and industry to ascertain similarities/differences in the root causes of information abuse.
3. Develop strategies about what various organizations might do to overcome ethical challenges to accountability.

### Readings to Complete Before Class

- Biesta, G. J. (2004). Education, accountability, and the ethical demand: Can the democratic potential of accountability be regained? *Educational Theory*, 54(3), 233–250.
- Dubnick, M. J. (2003). Accountability and ethics: Reconsidering the relationships. *International Journal of Organization Theory and Behavior*, 6(3), 405–441.
- Hallak, J., & Poisson, M. (2005). *Academic fraud and quality assurance: Facing the challenge of internationalization of higher education*. Paris: International Institute for Educational Planning.
- Messner, M. (2009). The limits of accountability. *Accounting, Organizations and Society*, 34(8), 918-938
- Velasquez, M., Andre, C., Thomas Shanks, S. J., & Meyer, M. J. (2011). Thinking ethically: A framework for moral decision making. Retrieved from <http://www.scu.edu/ethics/practicing/decision/thinking.html>

### To Be Read in Class

- USC Board of Trustees. (2004). *Code of ethics of the University of Southern California*. Available at: [http://www.usc.edu/about/core\\_documents/usc\\_code\\_of\\_ethics.html](http://www.usc.edu/about/core_documents/usc_code_of_ethics.html)
- The National Education Association. (1975). *Code of ethics of the education profession*. Available at: <http://www.nea.org/home/30442.htm>

### Questions to Answer Before Class as You Complete Your Reading Assignment

1. Give various illustrations of how the concept of ethics is defined in your workplace.
2. Have new demands for accountability led to greater concern for ethical issues—either increases in information abuse or heightened concern for data integrity?
3. What are some of the current ethical challenges facing accountability systems and how can they be overcome, or at least minimized?

## Unit 12: Oral Presentations

### COURSE PARTICIPATION

The following rubric provides a guide as to how **course participation** will be assessed.

<i>Active Participation</i>	<i>Moderate Participation</i>	<i>Low Participation</i>
Exhibits evidence of having completed all assignments and activities according to guidelines that were assigned	Attempts to participate and has completed most assignments and activities	Exhibits lack of preparation and noncompletion of required assignments
Initiates discussion and supports points using page-specific references to readings or other materials	Supports points during discussion but uses general references to readings and other materials	Rarely initiates discussion and is not able to reference required readings or other materials
Furtheres the discussion and builds on the ideas of others; comments and questions reflect having thought deeply about the material	Furtheres the discussion and builds on the ideas of others; general or limited references to course materials	Comments do not further the discussion and do not exhibit careful reflection on the material

## COURSE GRADING

The final course grade will be computed from the assignments listed in table below. Late assignments will receive a 10% reduction in points per day past the due date.

<b>Assignment</b>	<b>Total Points for Assignment Category</b>	<b>Weight (Percentage of Final Grade)</b>	<b>Unit Assignment Is Due</b>
Three Papers	75 (25 points for each paper)	75%	Unit 4 Unit 8 Unit 12
Reflective Review	10	10%	Unit 8
Oral Presentation	5	5%	Unit 12
Class Participation	10	10%	Unit 12
<b>Total</b>	<b>100</b>	<b>100%</b>	

The final grade for this course will be awarded using the following point scale:

A 100–95%	B+ 89–86%	C+ 79–76 %	D+ 69–66%	F 59–0%
A– 94–90%	B 85–83%	C 75–73%	D 65–63%	
	B– 82–80%	C– 72–70%	D– 62–60%	

### Late Assignments

Late assignments are not accepted, except in the case of serious personal emergencies. If serious circumstances arise that hinder you from meeting the deadline, you must contact the instructor by e-mail **before** the deadline in order to be given consideration.

## ACADEMIC ACCOMMODATIONS

The University of Southern California is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). As part of the implementation of this law, the university will continue to provide reasonable accommodation for academically qualified candidates with disabilities so that they can participate fully in the university's educational programs and activities. Although USC is not required by law to change the "fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled candidates," the university will provide reasonable academic accommodation. It is the specific responsibility of the university administration and all faculty serving in a teaching capacity to ensure the university's compliance with this policy.

Any candidate requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is [\(213\) 740-0776](tel:2137400776). The e-mail address is: [ability@usc.edu](mailto:ability@usc.edu). The website for DSP has additional information regarding accommodations and requests ([www.usc.edu/disability](http://www.usc.edu/disability)).

## Incompletes

An incomplete (IN) is given when work is not completed because of documented illness or some other emergency occurring after 80% of the course has been completed. Arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam. The university policy on incompletes is as follows (from the USC Catalogue):

*Conditions for Removing a Grade of Incomplete:* If an incomplete is assigned as the student's grade, the instructor will fill out the Incomplete (IN) Completion form, which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when computing the final grade. A student may remove the IN by completing only the work not finished as a result of illness or emergency. Previously graded work may not be repeated for credit. It is not possible to remove an IN by reregistering for the course, even within the designated time.

*Time limit for removal of an incomplete:* One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time limit, the course is considered "lapsed" and the grade is changed to an IX and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

## DISTANCE LEARNING

This course is offered both online and on campus; the activities, expectations, and requirements are identical between the two versions. The online course is conducted through a combination of

real-time and asynchronous modules, just as the on-campus version is conducted with some in-class and out-of-class sessions. About 70% of the course will occur asynchronously. All candidates will be required to complete assignments online, in the field, and independently along with completing related reading assignments. The time needed to complete all assignments fulfills course unit time requirements.

By this point in the program, candidates' level of technical competence should include basic knowledge of the Internet. They should have an account on at least one site that allows people to interact with one another (e.g., Facebook, MySpace, Skype, etc.). Basic tasks will include posting attachments, opening and posting discussion forums, and uploading assignments including video clips (the mechanics of this will be taught). As in past courses, candidates will need to be able to video-record their interactions with candidates (which may be accomplished through the use of a portable micro video camera) and upload edited versions (time limited) of their work. In addition, to complete assignments and access course documents, candidates should have some familiarity with Microsoft Word, PowerPoint, Excel, and basic Internet surfing.

Candidates will have ongoing access to the instructor and fellow classmates throughout the course. Through the Course Wall, e-mails, course calendars, and forums, the instructor will maintain ongoing communication with candidates. These tools also provide candidates with a variety of ways to contact the instructor and share their ideas, comments, and questions through private and public means. In addition, candidates will be made aware of real-time opportunities to engage in discussions with the instructor and their fellow classmates. The Course Wall provides a place for the instructor to share new information and new postings. Due dates will automatically appear both on a student's home page and in his or her calendar.

E-mail and chat will be the primary forms of immediate communication with the instructor. E-mail will be checked on a daily basis during the weekdays and will be responded to within 48 hours. The course calendar provides candidates with assignment due dates and notification of scheduled office hours for all faculty members teaching this course. Candidates may attend office hours with any instructor; however, if a student has a specific question about assignments or coursework, it is preferable to attend office hours with your instructor of record.

The Forum provides candidates a place to post questions, comments, or concerns regarding readings and assignments at any time during the duration of the course. In addition to weekly class-time sessions, the Forum is the primary location for candidates to communicate their learning with one another. It will be open at all times for postings and reactions.

All required materials will be prepared and posted prior to the start of the course, but an instructor may add additional optional material at any point. All links and attachments will be checked weekly for updates.

### **In the Event of Technical Difficulties**

Candidates may submit assignments to the instructor via e-mail by the posted due date. Remember to back up your work frequently, post papers on the learning management system (LMS) once completed, load files onto a power drive, and keep a hard copy of papers and projects.

## **Standards of Appropriate Online Behavior**

The protocols defined by the USC Student Conduct Code must be upheld in all online classes. Candidates are not allowed to post inappropriate material or spam to the class or to use offensive language or online flaming. For more information, please visit: <http://www.usc.edu/student-affairs/SJACS/>

## **EMERGENCIES AND COURSE CONTINUITY**

In case of emergency and when travel to campus is difficult, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. Although this course uses the 2SC LMS for online support, an emergency site for the course is also available through Blackboard ([blackboard.usc.edu](http://blackboard.usc.edu)). For additional information about maintaining classes in an emergency, please access <https://learningdesign.usc.edu/emergency-preparedness/>

## **STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS**

### **Academic Conduct**

Plagiarism—presenting someone else’s ideas as your own, either verbatim or recast in your own words—is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards (<https://scampus.usc.edu/b/11-00-behavior-violating-university-standards-and-appropriate-sanctions/>). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct: <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity (<http://equity.usc.edu>) or to the Department of Public Safety (<http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>). This is important for the safety of the whole USC community. Another member of the university community—such as a friend, classmate, adviser, or faculty member—can help initiate the report or can initiate the report on behalf of another person. The Center for Women and Men (<http://www.usc.edu/student-affairs/cwm/>) provides 24/7 confidential support, and the sexual assault resource center web page [sarc.usc.edu](http://sarc.usc.edu) describes reporting options and other resources.

### **Support Systems**

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your adviser or program staff to find out more. Students whose primary language is not English should check with the American Language Institute (<http://dornsife.usc.edu/ali>), which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs (<http://www.usc.edu/disability>) provides certification for students with disabilities and helps arrange the relevant accommodations.

Accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information (<http://emergency.usc.edu/>) will provide safety and other updates, including ways in which instruction will be continued by means of Blackboard, teleconferencing, and other technology.



**COURSE CALENDAR**

<i>Week of</i>	<i>Unit and Topic</i>	<i>Unit Activities</i>	<i>Assignments Due</i>
Week 1	Unit 1: Definition and History of Accountability		Due by the beginning of the live session: <ul style="list-style-type: none"><li>• Unit 1 readings</li></ul>
Week 2	Unit 2: Types of Accountability		Due by the beginning of the live session: <ul style="list-style-type: none"><li>• Unit 2 readings</li></ul>
Week 3	No live session.	Complete the Unit 2 Application:  Work on the Accountability worksheets and apply readings, discussion and other material from Unit 2. Post to the Discussion Forum. Review the worksheets of 5 your classmates and post at least one comment related to another student's worksheet. Be prepared to discuss your responses in the Unit 3 class.	
Week 4	Unit 3: Using Benchmarks to Drive Performance		Due by the beginning of the unit: <ul style="list-style-type: none"><li>• Unit 3 readings</li></ul>
Week 5	Unit 4: Equity, Diversity, and Accountability		Due by the beginning of the live session: <ul style="list-style-type: none"><li>• Unit 4 readings</li><li>• Accountability Paper 1</li></ul>
Week 6	Unit 5: Learning, Assessment, and		Due by the beginning of the unit: <ul style="list-style-type: none"><li>• Unit 5 readings</li></ul>

	accountability		
Week 7	No live session.	Instructor will be scheduling brief individual meetings in addition to the normally scheduled class.	
Week 8	Unit 6: Holding Organizations Accountable		Due by the beginning of the unit: <ul style="list-style-type: none"><li>• Unit 6 readings</li></ul>
Week 9	Unit 7: Individual and Organizational Accountability		Due by the beginning of the unit: <ul style="list-style-type: none"><li>• Unit 7 readings</li></ul>
Week 10	Unit 8: Accountability and Resource Adequacy		Due by the end of the unit: <ul style="list-style-type: none"><li>• Unit 8 readings</li><li>• Accountability Paper 2</li><li>• Reflective Review</li></ul>
Week 11	Unit 9: Leadership and Accountability		Due by the beginning of the unit: <ul style="list-style-type: none"><li>• Unit 9 readings</li></ul>
Week 12	Unit 10: Building Internal Capacity for Improvement and Accountability		Due by the beginning of the unit: <ul style="list-style-type: none"><li>• Unit 10 readings</li></ul>
Week 13	Unit 11: Ethics and Accountability		Due by the beginning of the unit: <ul style="list-style-type: none"><li>• Unit 11 readings</li></ul>

<p>Week 14</p>	<p>No live session.</p>	<p>Complete the Unit 11 Application</p> <p>Watch these two videos:            Tim Cook interview  <a href="https://www.youtube.com/watch?v=3ygNKNaMv4c">https://www.youtube.com/watch?v=3ygNKNaMv4c</a></p> <p>Brooke Deterline, Tedx Presidio  <a href="https://www.youtube.com/watch?v=wzicXbnmlle">https://www.youtube.com/watch?v=wzicXbnmlle</a></p> <p>Respond to the following questions on the Discussion Forum:</p> <ol style="list-style-type: none"> <li>1) Using Velasquez’s “Thinking ethically” -- How might parts of the framework for moral decision making apply to the short videos you viewed?</li> <li>2) What connections do you see between one of the readings for this week and one (or both) of the videos you watched?</li> <li>3) Brooke Deterline and Tim Cook offered two very different (though not contrasting) views of leadership and ethical behavior. Cook offered the concept of leaving something better than how you found it; Deterline focused on courage. Based on your own professional experience AND what you have learned in this Accountability course, what dimension would you add?</li> </ol> <p>Comment on at least one response posted by another student.</p>	
<p>Week 15</p>	<p>Unit 12:            Oral Presentations</p>		<p>Due by the beginning of the live session:            Accountability Paper 3</p> <ul style="list-style-type: none"> <li>● Oral Presentations</li> </ul>

