### I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>8. Ethics and Human Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept/Program</td>
<td>C&amp;I</td>
</tr>
<tr>
<td>Course #</td>
<td>407</td>
</tr>
<tr>
<td>Course Title</td>
<td>Ethics and Policy Issues</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Admission to the Teacher Education Program and completion of C&amp;I 200 Exploring Teaching Through Field Experience</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
</tbody>
</table>

### II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Jean Luckowski</td>
<td></td>
</tr>
<tr>
<td>Phone / Email</td>
<td>5054 <a href="mailto:jean.luckowski@umontana.edu">jean.luckowski@umontana.edu</a></td>
<td></td>
</tr>
<tr>
<td>Program Chair</td>
<td>Ann Garfinkle</td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td>Roberta Evans</td>
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</tr>
</tbody>
</table>

### III. Description and purpose of the course:

General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble: [http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm](http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm)

This course prepares students for their ethical and legal responsibilities as teachers of children and adolescents. The central theme of the course is a systematic study of the applied ethics of teaching. Included is a study of American public schooling and the ethical responsibilities of teachers within historical, political, and legal frameworks. Major policy topics include local vs. centralized governance; financing of public education; and equality of educational opportunity.

### IV. Criteria:

Briefly explain how this course meets the criteria for the group. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)
### Criteria:

1. Courses focus on one or more of the specific traditions of ethical thought (either Western or non-Western), on basic ethical topics such as justice or the good life as seen through the lens of one or more traditions of ethical thought, or on a professional practice within a particular tradition of ethical thought.

2. Courses provide a rigorous analysis of the basic concepts and forms of reasoning which define the traditions, the ethical topics, or the professional practices that are being studied.

C&I 407 Ethics and Policy Issues focuses on the study of professional ethics for teachers. It includes study of the major Western traditions of ethical thought with an emphasis on virtue theory. Students complete readings on the Western traditions of ethical thought and codes of ethics for educators; analyze and discuss (in large and small group formats) a set of factual case studies on topics such as whistle-blowing, parental complaints, and child abuse; and complete a written case analysis. In addition to class time spent directly on professional ethics, students are introduced to a range of significant current issues, such as funding, federal regulation, and legal liability, by which to analyze and prepare for their professional role and responsibilities.

### V. Student Learning Goals:

Briefly explain how this course will meet the applicable learning goals. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)

**Student Learning Goals:** Upon completion of an Ethics and Human Values course, students will be able to:

1. correctly apply the basic concepts and forms of reasoning from the tradition or professional practice they studied to ethical issues that arise within those traditions or practices;

2. analyze and critically evaluate the basic concepts and forms of reasoning from the tradition or professional practice they studied.

As stated in the course syllabus, upon completion of C&I 407 Ethics and Policy Issues, students are expected to:

- Demonstrate a commitment to the role and responsibilities of the teaching profession;
- Have a command of the basic skills of ethical reasoning and familiarity with key ethical concepts that apply in a school setting; and
- Apply the ethical standards of practice of the teaching profession.

### VII. Syllabus:

Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)
C&I 407E Ethics and Policy Issues
Section 1: MWF 8-9 AM
Section 2: MWF 10-11 AM
Autumn 2008

Instructor
Jean Luckowski, 243-5054, Jean.Luckowski@umontana.edu
Office: ED 303, Hours: Wednesday 2-4 PM, Tuesday/Thursday 12-2 PM, and by arrangement

Course Purpose
This course is intended to help you prepare for the ethical and legal responsibilities of teaching children and adolescents. The central theme of the course is a systematic study of the applied ethics of teaching. We will study American public schooling and the ethical behavior of teachers within historical, political, and legal frameworks. Major policy topics include local vs. centralized governance, financing of public education, and equality of educational opportunity.

Required Readings, in the UC Bookstore
• Course Pack

Course Objectives
Upon completion of the course, if you have been an active participant, you should be able to:
• Demonstrate a commitment to the obligations of the teaching profession;
• Have a command of the basic skills of ethical reasoning and familiarity with the most important ethical concepts that apply in a school setting;
• Apply the ethical standards of practice of the teaching profession;
• Demonstrate entry-level knowledge of the governance, financing, and legal principles of American education;
• Explain the fundamental operation and purpose of American education within its political and historical frameworks; and
• Show entry-level knowledge of the issues of class, race, gender, and culture as they relate to equality of educational opportunity.

Instructional Notes
Lecture, case study, and discussion are the primary means of instruction used in this class. The success of our work, particularly our discussion, depends on your reading assigned materials in reparation for class. I try to be aware of the special needs of individuals as well as the needs of the group. Let me know of any accommodation you may require.

Graduate Students
The Graduate School assumes that graduate students are taking this course for graduate credit. Please see me to discuss the graduate project required for graduate credit. If you do not want graduate credit, see Peggy Miller in the Graduate School immediately to make the necessary changes in your registration.

Course Requirements
• Attendance. Twenty points possible. I keep track of who is on time and fully engaged in class. We have approximately 40 days of class, so for each day missed, you lose $\frac{1}{2}$ point.

• Participation. Twenty points possible. During the semester, you will join with two other students, different each time, in focused discussion of the assigned readings and questions I ask. At the end of each day’s discussion, your group will submit written notes. Group notes should list the members’ names and date and include ideas, questions, problems, areas of agreement/disagreement, conclusions, and answers to questions I raise.

• Three tests. The tests are intended to evaluate understanding of major concepts presented and discussed in class. I expect careful reading of assignments but the tests will focus on what we discussed in class. The format will include multiple choice, identification of key concepts, true/false correction of false statement, and short answer. Each test will count a maximum of 40 points, for a total of 120 points possible.
  - Test 1 is tentatively scheduled for September 12.
  - Test 2 is cumulative from the first day of class and is tentatively scheduled for October 20.
  - Test 3 covers legal issues only and is scheduled during final exam week:
    - Section 1: Tuesday, December 9, 8 AM; Section 2: Thursday, December 11, 8 AM.

• Case Analysis. I will provide a detailed guide for completion of this assignment which will count a maximum of 60 points. The case analysis is due, by 5:00 PM, according to the following schedule:
  - Section 1: November 17; Section 2: November 19. I accept late papers but with one letter grade deducted for each day late.

**Grading**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>20</td>
<td>205-220</td>
<td>198-204</td>
<td>191-197</td>
</tr>
<tr>
<td>Participation log</td>
<td>20</td>
<td>183-190</td>
<td>176-182</td>
<td>169-175</td>
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<tr>
<td>Three tests</td>
<td>120</td>
<td>161-168</td>
<td>154-160</td>
<td>147-153</td>
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<tr>
<td>Case analysis</td>
<td>60</td>
<td>139-146</td>
<td>132-138</td>
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<td></td>
<td>220</td>
<td>220</td>
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**Course Schedule**

August 25 – September 10: purposes, history, politics, local and state governance

September 1: Labor Day holiday, no class


September 12: Test 1

September 15 – October 1: federal governance; finance; demographics & sociological issues


October 3: Test 2, cumulative to the first day of class

October 6 – November 10: professional ethics.

October 17: MEA/MFT conference in Missoula, no class


November 17: Case analysis, Section 1 due
November 19: Case analysis, Section 2 due
November 12 – December 5: legal issues
Essex. Pocket Guide. (see Legal Issues Overview handout)

November 26-28: Thanksgiving Holiday, no classes
December 9: Section 1 Test 3, legal issues only, 8:00 – 10:00 AM
December 11: Section 2 Test 3, legal issues only, 8:00 – 10:00 AM

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.*