EDU 407E Ethics and Policy Issues
Spring 2012

Section 1: MWF 8:10-9:00 AM
Section 2: MWF 10:10-11:00 AM

Instructor
Professor Luckowski
Office and telephone: ED 303; 243-5054
Email: Jean.Luckowski@umontana.edu
Office hours: MWF 9-10 AM; W 2-4 PM; and by arrangement

Course Purpose
This applied ethics course is intended to help pre-service teachers prepare to act in a professionally appropriate manner in a school setting. We will study American public schooling and the ethical behavior of teachers within historical, political, and legal contexts. Major policy areas include governance, finance, equity, and law.

Required Readings
- Specific readings, see websites below
- Specific readings, on Moodle course supplement
- Textbook in the UC Bookstore:

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;
- State the ethical responsibilities and apply the ethical standards of practice of the teaching profession;
- Identify the fundamental operation and purpose of American education within its political and historical frameworks;
- Show entry-level knowledge of demographics of education and to issues of ethnicity and gender as they relate to educational opportunity; and
- Demonstrate entry-level knowledge of the governance, funding, and legal principles of American education, especially the laws related to the rights and responsibilities of students and teachers.

Instructional Notes
Lecture, case study, and discussion are the means of instruction used in this class. The success of our work, particularly our discussion, depends on your reading assigned materials in preparation for class. A schedule of readings, below, will help you stay prepared for class. A Moodle supplement is available to make selected readings accessible and to show your grades. I make every effort to be aware of the special needs of individuals as well as the needs of the group. Let me know of any accommodation I can provide and any suggestions you may have for the benefit of the class. We will not have class on February 20, President’s Day holiday and April 2-6, Spring Break.
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, contact the Graduate School immediately to make the necessary changes in your registration for this course only.

Course Requirements

- **Participation.** You may earn up to 40 total points for attendance and participation: twenty points for attendance and 20 points for demonstrating good participation skills suitable for a university classroom. Being present, engaged, and answering your share of my questions during whole-class sessions; working effectively with colleagues in small-group discussions; using electronics only as they relate directly to this course; refraining from eating; and using the back door if you are late are examples of expected behavior. Twenty of the 40 possible points will be awarded based on your participation in small groups that I will assign. On selected days, we will use class time for discussion of the assigned readings. Groups will maintain a discussion log composed of the group's ideas, questions, areas of agreement & disagreement, and conclusions. If you miss a class, you miss credit toward attendance and any participation points awarded that day.

- **Two 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 happens in class; students who come to each class do better in this course. The format will include multiple choice, identification of key terms, true/false correct the false statement, and short answer. Each test will count a maximum of 50 points, for a total of 100 points possible.

  - Test 1 is tentatively scheduled at mid-semester on **Monday, March 5.**
  - Test 2 covers professional ethics and legal issues only and is scheduled during exam week:
    - **Section 1:** 10 AM, Monday, May 7
    - **Section 2:** 10 AM, Wednesday, May 9

- **Case Analysis.** I will provide a detailed guide for completion of this assignment. The case analysis will count a maximum of 60 points and is due by 5:00 PM, scheduled as follows. I accept late papers but with one letter grade deducted for each day late.

  - **Section 1:** Monday, April 16
  - **Section 2:** Wednesday, April 18

_I expect all students to practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. I expect all students to be familiar with the Student Conduct Code. The Code is available for review online at: [http://life.umt.edu/vpsa/student_conduct.php](http://life.umt.edu/vpsa/student_conduct.php)._

**Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Participation</td>
<td>40</td>
<td>A 186-200  A- 180-185  B+ 174-179</td>
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<tr>
<td>Two tests</td>
<td>100</td>
<td>B 166-173  B- 160-165  C+ 154-159</td>
</tr>
<tr>
<td>Case analysis</td>
<td>60</td>
<td>C 146-153  C- 140-145  D+ 134-139</td>
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<tr>
<td></td>
<td>200</td>
<td>D 126-133  D- 120-125</td>
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Course Schedule of Readings

January 23-27


January 30- February 3


February 6-10


Website: Missoula County Public Schools, http://mcps.k12.mt.us/ (see especially MCPS 2010-11 Annual Report and School Board Policies: Instruction, Student, and Personnel Policies)

February 13-17

February 20-24

Website: Montana Office of Public Instruction, http://opi.mt.gov/ (see especially MontCAS, Homeless Assistance, Indian Education, and Schools of Promise)


February 27-March 2


March 5-9


March 12-16

March 19-23


March 26-30


April 2-6

April 9-13


April 16-20


April 23-27

April 30-May 4