

University of Montana

## ScholarWorks at University of Montana

---

University of Montana Course Syllabi, 1990-2010

---

Spring 2-1-2008

### C&I 407E.00: Ethics and Policy Issues

Jean A. Luckowski

University of Montana, Missoula, [jean.luckowski@umontana.edu](mailto:jean.luckowski@umontana.edu)

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi1990-2010>

Let us know how access to this document benefits you.

---

#### Recommended Citation

Luckowski, Jean A., "C&I 407E.00: Ethics and Policy Issues" (2008). *University of Montana Course Syllabi, 1990-2010*. 49.

<https://scholarworks.umt.edu/syllabi1990-2010/49>

This Syllabus is brought to you for free and open access by ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi, 1990-2010 by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact [scholarworks@mso.umt.edu](mailto:scholarworks@mso.umt.edu).

## **C&I 407E Ethics and Policy Issues**

Section 1: MWF 8-9 AM

Section 2: MWF 10-11 AM

Spring 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

### **Graduate Assistant:**

Scott Hohnstein, 243-5735, Scott.Hohnstein@umontana.edu

Office: ED 210, Hours: Monday/Wednesday 11-12 PM and by appointment

### **Course Purpose**

This applied ethics course helps 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 sociological contexts. Major policy topics include governance, finance, equity, and law.

### **Required Readings, in the UC Bookstore**

- Course Pack
- Essex, Nathan L. A Teacher's Pocket Guide to School Law. Boston: Pearson Education Inc., 2006.

### **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;
- 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 Ann Guiditta 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 40 days of class, so for each day missed, you lose ½ point.
- **Participation Log.** Twenty points possible. Groups will maintain a group discussion log composed of topics, ideas, questions, problems, areas of agreement/disagreement, and conclusions; submitted for review twice during the semester.
- **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 two tests will focus on what we do in class. The format will include multiple choice, identification of key concepts, true/false correct the false statement, and short answer. Each test will count a maximum of 50 points. The first test is scheduled for **March 3**. The second test is not comprehensive but is scheduled during final exam week: **Section 1: Wednesday, May 7, 8:00 AM; Section 2: Friday, May 9, 8:00 AM.**
- **Case Analysis.** I will provide a detailed outline of how to complete this assignment which will count a maximum of 60 points. The case analysis is due, by 5:00 PM, according to the following schedule: **April 14, Section 2; April 18, Section 1.** I accept late papers but with one letter grade deducted for each day late.

## Grading

Attendance	20 points	A 186-200	A- 180-185	B+ 174-179
Participation log	20	B 166-173	B- 160-165	C+ 154-159
Two tests	100	C 146-153	C- 140-145	D+ 134-139
Case analysis	60_____	D 126-133	D- 120-125	
	200 points total			

## Course Schedule

January 23 – February 15: purposes, history, politics, governance, and finance

Armstrong, David G., Kenneth T. Henson and Tom V. Savage. “Historical Influences.” In Teaching Today: An Introduction to Education. Upper Saddle River, New Jersey: Pearson, 2005. [course pack: 3-17]

Essex, Nathan L. Excerpt from A Teacher’s Pocket Guide to School Law. Boston: Pearson Education Inc., 2006, 1-12.

Webb, L. Dean, Arlene Metha and K. Forbis Jordan. “Governance and Financing of Elementary and Secondary Schools.” In Foundations of American Education. Upper Saddle River, New Jersey: Pearson, 2007. [course pack: 19-44]

February 18: Washington and Lincoln Day holiday, no class

February 20 - 29: demographics and sociological issues

Hochschild, Jennifer and Nathan Scovronick. “Public Schools in the New America.” In The American Dream and the Public Schools. New York: Oxford University Press, 2003. [course pack: 45-52]

Reed, Bracken. "The Road to Success." Northwest Education 12 (Spring-Summer 2007): 20-23, 35. **[coursepack: 53-59]**

Juneau, Denise. "Indian Education for All." Montana's Agenda 3 (Autumn 2006): 1-4.  
Find this at the following website: [www.opi.mt.gov/IndianEd/history.html](http://www.opi.mt.gov/IndianEd/history.html)

March 3: Test 1

March 5 – April 9: professional ethics.

Luckowski, Jean. Unpublished "Case Studies on Professional Ethics." Missoula: University of Montana, 2008. **[course pack: 61-78]**

Strike, Kenneth A. "The Ethics of Teaching." In Kaleidoscope: Readings in Education 10<sup>th</sup> ed. Boston: Houghton Mifflin 2004. **[course pack: 79-85]**

May, William F. "Professional Virtue and Self-regulation." In Ethical Issues in Professional Life. ed. Joan C. Callahan. New York: Oxford University Press, 1988. **[course pack: 87-92]**

Luckowski, Jean A. "A Virtue-Centered Approach to Ethics Education." Journal of Teacher Education 48 (September-October 1997): 264-270. **[course pack: 93-100]**

Montana Certification Standards and Practices Advisory Council. "Professional Educators of Montana Code of Ethics." Helena, 1995. **[course pack: 102]**

National Education Association. "Code of Ethics of the Education Profession." In The Ethics of Teaching, 4<sup>th</sup> ed. Kenneth A. Strike and Jonas F. Soltis. New York: Teachers College Press, 1998. **[course pack: 104-105]**

March 24 -28: Spring Break

April 14: Case analysis, Section 2 due

April 18: Case analysis, Section 1 due

April 11 – May 2: legal issues

Essex. Pocket Guide. (see Legal Issues Overview handout)

May 7: Section 1 Test 2, 8:00 – 10:00 AM

May 9: Section 2 Test 2, 8:00 – 10:00 AM