Educ 790 – Teaching with Integrity (Analysis and Improvement of Educacitonal Programs)

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Office Hours:  Mondays 10-11

Course Description

In this course, we'll explore ethical issues in education. Educators are lifelong learners, committed to improving their skills and proficiency throughout their careers.  The purpose of this course is to help students to prepare for the ethical problems they will confront in their professional lives.  This course is designed to aim to describe the basic skills of ethical reasoning, a familiarity with the most important ethical concepts that apply to their work and; and to highlight current and future practices will help us all uphold the principles of integrity in teaching. It is a shared responsibility that will require us to come together to develop new guidelines on what is considered ethical/unethical and decide on the appropriate actions to take on those unethical practices.

The course is designed around a set of ethical themes that impact on teachers' lives. These themes will be explored primarily through the analysis of case studies.

**Intended Learning Outcomes**

By the end of the course, If you apply reasonable effort to this course:

1.  Students will learn how to apply ethical concepts and considerations within the context of teaching.
2.  Students will explain, describe, and/or identify the differences between values, morals, and ethics in a multicultural context.
3.  Students will explain, describe, and/or identify mechanisms that lead to unethical ways and identify their impact on one's own life.
4.  Students will demonstrate comprehensive knowledge of the Code of Ethics.
5.  Students will articulate and defend an ethical decision-making process
6.  Students will recognize and explain the difference between ethical issues and ethical dilemmas
7.  Students will recognize  the appropriate student-teacher boundaries

The TASC Core Teaching Standards have been adopted by the UWSP School of Education. The standards have been grouped into four general categories (The Learner and Learning, Content, Instructional Practice, and Professional Responsibility) to help users organize thinking about the standards. This course focuses on these **InTASC Model Core Teaching Standards:**

1. Learner Development
2. Learning Differences
3. Learning Environments
7. Planning for Instruction
9. Professional Learning and Ethical Practice

## Required Textbook

The Ethics of Teaching, 5th Edition, By Kenneth Strike, Jonas F. Soltis

Other readings will be handed out in class, posted on Canvas, or obtained independently by students.

## Learning Online

- This course is entirely online. While there are many advantages to this approach, there are some significant challenges. Unfortunately, online courses often have a higher drop or failure rate than face-to-face courses. There are some simple steps we can take to ensure you have a successful experience.
- It's very important that you complete all the readings carefully. For some readings, I provide study questions or other tools to help you check your understanding.
- Since we don't meet as a class, it's very important that you communicate with me as needed. Email is an excellent way to reach me. I'm also happy to make an online appointment to meet in person. Please don't hesitate to contact me, with questions about the course or assignments, questions about the reading or other content, problems in your life, etc. Don't worry about looking foolish or wasting my time. I care about your success. I'd rather clear up your confusion today than deduct points on an assignment tomorrow.
- Please read the directions for each assignment carefully. You will submit all assignments to CANVAS.  Do not email me any assignments but your questions.

## Course Requirements & Grading

**Modules**

There are 9 units

1. Intro
2. Ethical Teacher
3. Private & Professional Lives
4. Punishment and Due Process
5. Intellectual Freedom
6. Equal Treatment of Students
7. Dealing with Diversity
8. Fostering an Ethical Ethical School Climate
9. Relationships with Students

In most modules, you should start by completing the readings. Some readings will be on e-reserve or the Internet. In some cases, I may ask you to watch something. You need to complete these readings to succeed in this course.

The content is prepared by using following sources:

The Ethics of Teaching, 5th Edition, By Kenneth Strike, Jonas F. Soltis

Educator Ethics and Conduct Toolkit (pa.gov)

Where possible, I include links to original sources. I encourage you to visit these original sources (to view the content in its original context and add to the publishers' web traffic). However, sometimes I also provide copies on Canvas. When I last checked, none of the sources on the web cost money to access. If a source now has a cost, you don't need to pay it; instead, let me know.

After completing the readings for a unit, you'll complete one or more assignments. The Assignments page lists guidelines and due dates, and you should use these dates to pace yourself. It's OK to go faster than the Assignments page.

**Assignments**

| # | Assignments | Possible Points | |
|---|---|---|---|
| 1 | Response to the Syllabus | 5 | |
| 2 | Reflective Discussions | 140 | |
| 3 | Video Discussions | 40 | |

| 4 | Takeaways | 15 | |
|---|---|---|---|
| 5 | Movie Analysis Paper | 35 | |
| 6 | Final Project | 45 | |
| | | | |

**Grading Scale:**

| A | 94 – 100% | | B- | 80 – 83% | | D+ | 67 – 69% |
|---|---|---|---|---|---|---|---|
| A- | 90 – 93% | | C+ | 77 – 79% | | D | 64 – 66% |
| B+ | 87 – 89% | | C | 74 – 76% | | D- | 60 – 63% |
| B | 84 – 86% | | C- | 70 – 73% | | F | < 60% |

I reserve the right to bump a grade up (especially if it's close) based on your participation and performance in the class and my professional judgment.

**Assignments**

Your final grade in this course will reflect the quality of your work across the semester. It is my goal to help you learn as much as possible from this course. All the assignments, directions, and rubrics for all the assignments are listed on Canvas too. Please read the directions and rubrics for each assignment carefully. All assignments must be submitted via Canvas unless otherwise indicated. You must save all your work electronically before submitting it. I'm always happy to answer questions on the assignments, please don't hesitate to ask.

All submissions must be typed using 12-point Times New Roman font, with 1-inch margins on all sides. A cover page specifying the assignment and student's name must be included. APA style should be approximated

**Respond to the Syllabus:**

By the due date, I would like you to read the class syllabus carefully and then to write down your understanding of various points. In this assignment, you will also introduce yourself based on your background. I will read your introduction and reply to you individually. For the detailed info and guidelines for the assignment, go to this link.

**Reflective Discussions:**

In this assignment, you will respond to the questions in units. You'll write a discussion post (like a diary entry or blog post), and share it with the class. For the detailed info and guidelines for the assignment, go to this link.

**Video Discussions:**

You're assigned to a team. You will see your teams at this link. You must meet via Zoom before the due date of a video discussion. In each team meeting, you receive directions on what to discuss. For the detailed info and guidelines for the assignment, go to this link.

**Takeaways:**
There are some readings and videos in some units. You will read/watch and you're your takeaways. For the detailed info and guidelines for the assignment, go to this link.

**Movie Analysis Paper**
The purpose of this assignment is to prompt you to critically apply the course concepts using a specific example of education. In this assignment, first, you are supposed to watch one of the movies listed on CANVAS. After you have watched it, you will write a 3-4 page reflection paper. As a reflection, you are basically expected to address the questions listed on the Guideline for the assignment. For the detailed info and guidelines for the assignment, go to this link.

**Final Project**

Each student will develop a paper that addresses the general and unique ethical issues in the area of education as our textbook did. This is a formal paper that should include APA formatting and appropriately cited references in the text. For the detailed info and guidelines for the assignment, go to this link.

**Course and University Policies**

Late work. I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible. An assignment turned in within 48 hours of the due that have a maximum value of 80% of possible points. An assignment turned in between 3 and 5 days late can earn a maximum of 60% of the points possible. After 5 days, I usually refuse to accept a late assignment.

**Academic Dishonesty**

Academic dishonesty will not be tolerated. This includes, but is not limited to, cheating on an exam, plagiarism, and/or giving (or asking for) the questions or answers on a quiz. Breaches of academic dishonesty will result in a failing grade and will be taken up with the university committee charged with prosecuting academic dishonesty. "Turnitin" software will be used for assignments in this course. Turnitin helps students avoid plagiarism and helps instructors give assessment feedback to students.

Here's the policy, for your reference:

UWSP 14.01 Statement of Principles

The board of regents, administrators, faculty, academic staff, and students of the University of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for the respect of others' academic endeavors.

To read UWSP's definition of academic misconduct, please consult UWSP 14.03. In short, examples of academic misconduct include, but are not limited to:

- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course

Students suspected of academic misconduct will be asked to meet with me to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the University System Administrative Code, Chapter 14.

**Inclusivity Statement**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. I intend to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at

UWSP, you have the right to report it using this link. You may also contact the Dean of Students office directly at dos@uwsp.edu.

**Religious Beliefs Accommodation**
It is UW System policy to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.
You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:
- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.

You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office

**Confidentiality**
Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

**Equal Access for Students with Disabilities**
UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities.  The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom.  Examinations or other procedures used for evaluating students' academic achievements may be adapted.  The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.
*If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form.  Phone: 346-3365 or Room 609 Albertson Hall.*

# Help Resources

| Tutoring | Advising | Safety and General Support | Health |
|---|---|---|---|
| Tutoring and Learning Center helps with Study | Academic and Career Advising Center, 320 | Dean of Students Office, 212 Old Main, | Counseling Center, Delzell Hall, ext. 3553. |

| Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568 | Albertson Hall, ext 3226 | ext. 2611 | Health Care, Delzell Hall, ext. 4646 |
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**UWSP Service Desk**

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this link for more information.

**Care Team**

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting here.