COLLEGE OF EDUCATION

DEPARTMENTAL COURSE SYLLABUS: Ethics and Higher Education

Course Prefix and Number: EDH 6406

Course Title: Ethics and Higher Education

Regular Instructor(s): Donald Dellow

Course Prerequisites (if any): None

Course Description:
The purpose of this course is to assist students in developing a detailed ethical framework that will guide their actions and decision-making as they serve in leadership and teaching positions in higher education. Areas of emphasis include (a) learning selected philosophies of ethics; (b) exploring student, faculty, and classroom ethical issues; (c) discussing administrator/board ethical issues; and (d) examining the college or university as an ethical organization.

Course Goals and Objectives:
List major goals and related objectives (student learning outcomes) that will be taught and assessed in the course. They should reflect the knowledge, skills, and/or dispositions students will have learned at the conclusion of the course.

Student Learning Outcomes
Assist students in developing a detailed ethical framework that will systematically guide their actions and decision making as they serve in leadership and teaching positions in higher education in these four areas:

a. selected philosophies of ethics
   a1. ability to summarize the major tenets of five philosophies of ethics
   a2. ability to apply each of five philosophies of ethics to dilemmas encountered by higher education faculty, administrators, and board members

b. student, faculty, and classroom ethical issues
   b1. ability to locate, summarize, and evaluate least one code of ethics for an academic discipline or professional association
   b2. ability to analyze case studies using the perspectives of multiple ethical philosophies
c. administrator/board ethical issues  
c1. Same as above, but with emphasis on administrator/board ethical issues.

d. the college or university as an ethical institution/organization  
d1. To understand the concept of what it means to be an ethical higher education institution (including the impact of different cultures).

d2. To understand faculty and administrator responsibilities for contributing to the development and maintenance of an ethical higher education institution.

To continue to develop critical thinking & writing skills

2a. demonstration of ability to think critically and write well, using the APA (1994) manual.

To assist students in discovering the conflicts of leadership activity
to develop ethical decision-making strategies

3a. ability to identify these conflicts and of interest inherent in nearly every aspect of leadership and teaching activities.

Content Outline:

a. Review of selected ethical theories, concepts, and frameworks.
b. Reflection (written and oral) upon each student's personal and professional values and ethics as they relate to higher education.
c. Examination of relevant professional codes of ethics.
d. Discover how to find resources related to ethics in higher education.
e. Discussion of findings of student interviews of higher education leaders.
f. Examination of different ethical perspectives and experiences due to an individual's gender, race, and culture.
g. Discussion and readings to assist the students in discovering the conflicts of interest inherent in nearly every aspect of leadership and teaching activities.
h. Completion of writing, reading, and discussion assignments, some of which will involve group work.
i. Practice in ethical decision making through active participation in case study, reflection, and role playing.
j. Active use of WebCT software, including mail, bulletin board, assignment uploading, the development of student home pages, and other features.
Evaluation of Student Outcomes:
There are 100 points possible:
A. Read all assignments and participate intelligently in class discussion (10 pts.: self-rated)
B. Write a paper defining the terms ethics, morals, values, and the law (10 total pts.: correct APA (.5), good writing (1.5), content/coverage (3), critical thinking (5 pts.).
C. Locate and turn in a discipline-related code of ethics. (5 total points)
D. Read and critique current event articles in higher education periodicals about ethics (10 total pts.: 2.5 pts. for each of 4 reports). Points are awarded for correct APA (.2 pts.), good writing (.3 pts.), summary (.5 pts.), critical thinking (1.5 pts.).
E. Interview a higher education leader to discover examples of ethical conundrums they have faced and their perceptions of the current state of ethics in higher education. Total 10 points: following directions (3 pts.), correct APA (.5 pts), good writing (1 pt.), critical thinking (4 pts.), summary of the findings of the interview in a brief presentation to the class (1.5 pts).
F. Search the scholarly literature on higher education and ethics. Select one refereed article or scholarly chapter relating to ethics in higher education to summarize, critique, and share with the remainder of the class. Total: 15 points: appropriateness of article selection (3 pts.), follow instructor guidelines? (3 pts.), article summary (3 pts.), critical thinking (6 pts.).
G. Write a paper outlining his/her philosophy of ethics in higher education. Total: 40 points. Writing, including APA (8 pts.), content/knowledge (20 pts.), critical thinking (12 pts.). This paper is graded using a mastery learning model. That is, the paper is graded and returned one month before the end of the term. The student may choose to accept that grade OR to resubmit a second version. That paper is graded and the student chooses which of the two grades will be the official grade. This practice is based on the instructor's philosophy that more learning takes place when there is a dialogue during the class, rather than the receipt of a graded paper after the course has ended, with no chance to reconsider or rework the document.
H. Attend class: students do not receive points for attendance, but if they miss more than 6 class hours, they may not receive an A for the class, because class participation is a significant part of course learning.
I. The instructor uses this regular letter grading scale (no plus or minus): A = 90-100%; B = 80-90%; C = 70-80%; D = 60-70%; F = 59% or less. Incompletes are granted sparingly.

Textbook(s) and Readings:
Required:
B. A 400-page packet of readings from journals, books, reports, and other sources compiled by the instructor.
   Washington, DC: American Psychological Association
D. Access to the periodicals Chronicle of Higher Education and Community College Week.
E. Access to course WebCT site.
Supplementary Materials: