



EDLD 7370 Higher Education Policy and Ethics Fall 2017

This is a required course for students in the Doctoral Degree in Educational Administration.

College of Education Department of Educational Leadership & Counseling

Instructor: Matthew Fuller, Ph. D.
Associate Professor, Higher Education Leadership
SHSU Box 2119 TEC 323I Huntsville, Texas 77341
Phone: 936.294.3399 mfuller@shsu.edu twitter: [@assessculture](https://twitter.com/assessculture)

Office hours: Wednesdays 10 am to 4 pm or by appointment.

Meeting Time: Tuesdays, 7:20 to 9:50 pm

Location: Sam Houston State University, SHSU- The Woodlands, Room 335

Course Description:

The purpose of this course is to provide the student with opportunities to study how educational policy is developed through micro and macro political elements, to examine ethical and value issues confronting educational leaders, and to demonstrate how individual values drive ethical behavior and ethical decisions. This course requires knowledge of the literature and ongoing student engagement in research. Prerequisites: Admission to Ed.D. Program in Educational Leadership. Credit 3. (Graduate catalog, 2014-2016). This course will primarily focus on the student/institution relationship, the institution/faculty relationship, and the institution/society relationship. Through an interactive, collegial, dialogical pedagogy, students will explore ethical and policy issues and discuss their framework for ethical decision-making and leadership.

The purpose of this course is to instill in doctoral students an ethical decision-making and leadership philosophy. This context includes financial, economic, political, social, and other interests that give rise to contemporary higher education practices and policies. **The second purpose of this course is to introduce students to others' ethical philosophies.** In order to inform administrative practice, one must be well informed of and able to courageously employ a solid ethical approach to decision-making and leadership. *This course will also hone students' abilities in oral argumentation and justification of arguments.*

COURSE OBJECTIVES:

Doctoral students completing this class, will, to varying degrees, be able to:

1. Define world views, paradigms, and philosophical foundations.
2. Describe ethical foundations for higher education administration.
3. Thoroughly evaluate situations accurately using ethical theories and philosophical traditions.
4. Propose policy solutions that align with professional ethical practice.
5. Develop, articulate, and refine a personal code of ethics consonant with professional codes of ethical practice.

COURSE EVALUATION AND IDEA OBJECTIVES:

At least three opportunities for students to evaluate this course will be offered: 1) A pre-class survey for gathering expectations, 2) a mid-class evaluation, and 3) an end-of-term evaluation of faculty performance via the IDEA system. I also encourage students to email or call me with concerns about the class if any should arise. I am open and responsive to professional, constructive advice on the course.

Essential objectives: Developing a clearer understanding of, and commitment to, personal values.

Important objectives: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
Learning fundamental principles, generalizations, or theories

To see how this course supports SHSU's of the College of Education's Mission, Visions, and Goals, as well as professional standards and the College of Education's Framework for Excellence, please see the Foundations of Our Learning Community document in our course's homepage.

TEXTBOOKS:

Robinson, G. M. & Moulton, J. (2005). *Ethical problems in higher education* (2nd Ed.). Lincoln, NE: iUniverse, Inc. ISBN-13: 978-0-595-36592-0. (Available for \$12.95 plus shipping direct from publisher by [clicking here](#)).

This text, though somewhat dated, offers a clear overview of the myths that guide the development of ethical frameworks. It also provides a review of ethical theories and considers their application to political and educational systems.

Freire, P. (2007). *Pedagogy of the oppressed*. New York: Bloomsbury Academic. ISBN-13: 978-0826412768.

Freire's work is seminal and guides much of the contemporary practice and purpose of education. He also offered many ideas education has and has yet to implement. His reflections on education will guide our discussions on policy analysis. His framework for dialogue has been central to my administrative and pedagogical philosophy.

Keenan, J. (2016). *University ethics: How colleges can build and benefit from a culture of ethics*. Lanham, MD: Roman & Littlefield. ISBN-13: 978-1442223721.

This text will be offered as a modern examination of critical ethical issues in higher education. It also offers pragmatic advice for leaders facing ethical dilemmas.

Additional texts will be distributed online. Weekly reading of the Chronicle of Higher Education, Change Magazine, or other periodicals is expected.

COURSE FORMAT AND CONTENT:

This course is based upon the Freirian notions of dialogue and praxis. Students will engage the instructor and each other to explore the ethical foundations of higher education, all the while, looking to sustain or transform their ethical perspective. You will prepare for each class by reading all assigned materials BEFORE EACH CLASS and, at a point of your own choosing, lead a discussion on a case that demonstrates patent applications of foundations of higher education ethics. The instructor and classmates will ask each other questions about the cases, culminating in applications of ethics to hypothetical situations that are easily translated into real-world situations. Most class sessions will include brief comments from the professor and student-led dialogue. Students will be quizzed (oral and written) on the topics of the course content. I will also make use of media, film, art, narrative, and music when applicable. It is the general expectation of faculty that doctoral students spend six hours in outside preparation for every one hour of course credit per week. Students will be evaluated primarily upon their participation in class and must attempt to make at least 3 significant, meaningful contributions to class dialogue each week. These contributions and all interactions should demonstrate the highest ideals of professionalism. On specific nights, expert leaders may share their perspective with the class. A heightened sense of participation is expected on these evenings. **At the start of class each week, please arrange the tables in a circle to suit this pedagogical style.**

WHY I TEACH THIS COURSE:

The ethics guiding higher education are complex and difficult to learn in a classroom setting. Quite often ethics must be experienced. However, ethical situations can be fraught with peril and can cause professional and social turmoil. The classroom setting offers an excellent opportunity to discuss and explore ethical and policy foundations in a "low-stakes" environment. While serving as a higher education administrator, I witnessed the complexities, dualities, and pluralities of higher education ethics on a daily basis. I hope to offer some insights to guide students' development of ethical and policy perspectives.

COURSE POLICIES:

Late Assignments. Assignments are designed to allow you to demonstrate your abilities in the objectives of this course. As this is a doctoral-level course, **late assignments will not be accepted**. All assignments are to be submitted in person by the start of class on the due date, unless otherwise instructed. If students select a date for any course presentations but later do not conduct a presentation at the agreed upon time, they will receive a 0 for the assignment. **All assignments are due by the start of class on the day they are assigned.**

Participation. As adults and emerging scholars engaging challenging material, we will experience a significant portion of our learning through dialogue. As Paulo Freire said, dialogue is much more than conversation. Listening to each other, respecting and seeking out differing views, and engaging the subtleties of ideas is crucial to successful participation. I expect active participation in course dialogue and thoughtful consideration of others' ideas. Be mindful that, particularly in a course that engages issues of diversity of thought and equity, not everyone will agree. Please know that I will strive to create a classroom environment conducive to participation, both in person and our online environment.

A maximum of 20 participation points will be given when students initiate and sustain constructive, insightful, and respectful dialog either in class or online. Simply attending class or just posting a thought online does not translate into participation points. Students should plan to make at least 3 significant, meaningful contributions to class each week

Class attendance. Class attendance is extremely important and is *expected*. Class will start and end on time. Excessive lateness (more than 30 minutes late) will be considered an absence. Two or more absences (for any reason) compromise your ability to pass this class and you will be advised to drop the course.

GRADING SCALE:

Class Participation and Dialog – 25 points
Case Study – 25 points
Mentor Interview Paper – 25 points
Professional Values Statement – 25 points

100 points total

The grade scale for this course:

A = 90–100 total points

B = 80–89.99 total points

C = 70–79.99 total points

F = below 69.99 total points

Written work is graded on demonstrated insight, connections to coursework, clarity of conveying a concise thesis, legibility (for in-class writings), completion of stated expectations of the assignment as outlined in detail within this syllabus or class, coherence of organization, and grammar and spelling. All written work should be in APA format (12 point font, double spaced, 1 inch margins).

Oral work will be evaluated upon a) the soundness and accuracy of the arguments being made, and b) the confidence and clarity with which an argument/position is made.

PLEASE NOTE: I MAINTAIN A PAPER GRADEBOOK AS THE OFFICIAL GRADEBOOK FOR THE COURSE. THE ONLINE GRADEBOOK IS NOT THE OFFICAL GRADEBOOK.

ASSIGNMENTS:

PLEASE REFER TO THE COURSE CALENDAR FOR DUE DATES AND ASSIGNED READINGS. ALL ASSIGNMENTS ARE DUE BY THE START OF CLASS ON THE DUE DATE UNLESS OTHERWISE NOTED.

Class Participation and Dialogue – 25 points (All Objectives)

Due: Weekly

See above. A maximum of 25 participation points will be given when you initiate and sustain constructive, insightful, and respectful dialog either in class or online. Simply attending class or just positing a random, uninformed thought does not translate into participation points. Moreover, online communication of the same standard can support your effort to earn participation points. All students will be assessed on their contributions to class dialogue throughout the semester. It is critical that students answer accurately and confidently; as such, you will be evaluated on these criteria. I consider at least 3 meaningful contributions to class or inquires each week to be the minimal standard for quantitative and will advise students of expectations related to quality of engagement. Similarly, students will be given frequent feedback on their performance related to dialogue.

Case Study – 25 points (All Objectives)

Due: Any time of your group's choosing before Nov. 14, 2017

Students will identify a topic of interest at the beginning of class. During class, groups of students will be given a case study to respond to using relevant ethical situations and a framework for responding to cases studies. Students will present their responses to the case study each week, during weeks of their choosing. These case studies and the relevant frameworks for ethical decision-making will be offered via texts that students will select during the second class. In addition to the frameworks offered in these texts, two case study analysis frameworks will be offered to ensure students thoroughly address all aspects of the case. Students need only apply one framework.

Mentor Interview Paper – 25 points (All objectives, but especially Objective 5)

Due: Oct. 3, 2017

Students should select a mentor in higher education or political agencies who currently holds a position to which they hope to aspire. Then, using standard, rigorous qualitative interview methods, they should interview the mentor to explore the following questions: (a) what are the mentor's ethical perspectives, (b) how were these perspectives formed, and (c) what are some benefits and challenges of applying these ethical perspectives to common issues in higher education? After conducting the interview, students should complete a reflection paper that relates (a) commonalities and differences between the mentor's ethical perspectives and the student's, (b) potential avenues for developing the student's ethical perspectives based upon the mentor's developmental processes, (c) reflections about how the mentor interview influenced the student's ethical perspectives, and (d) one additional logical, innovative extension of the student's argument stemming from the interview. Reflection papers should be formatted according to the Publication Manual of the American Psychological Association (6th Edition) and should not exceed 5 pages of content (excluding title page, references, and figures, if any).

Professional Values Statement – 25 points (Objective 5):

Due: Nov. 14, 2017

Students may operate with wide latitude in preparing some statement or demonstration of their professional values. A presentation, paper (no more than 3 pages of APA formatted text), flyer, handout, website, video, sculpture, portfolio, resume, vita, and many others are some examples of formats students have chosen to demonstrate and document their professional values. Typically, most students create a 1 page, bulleted list handout that demonstrates what someone's values are. Whatever the format, students must a) ensure that at least one ethical code of conduct from a professional organization is included, b) discuss their philosophical orientations toward ethics, learning, and

other human beings, and c) offer a memorable, tangible product that CLEARLY demonstrate what a student's professional values are. Be creative, have fun, and be open. Students should bring their assignments to class on Nov. 14.

BONUS POINTS

As this is a doctoral level course, bonus point opportunities are not offered.

COLLEGE OF EDUCATION INFORMATION

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

ACADEMIC DISHONESTY:

I have a zero tolerance policy for academic dishonesty, plagiarism, mis- or non-attribution, and cheating. The work you submit must be the product of your *own original* and *current* efforts. When you incorporate the works, words, or ideas of another, you must cite them accordingly. If you have any question about appropriate methods of citation, consult a style manual or me. Additionally, academic integrity concerns will be referred to the graduate faculty and other appropriate disciplinary authorities. All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see:

<http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see:

http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf

STUDENTS WITH DISABILITIES POLICY:

I strive to make my classroom open and accessible to all students. It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center. For a complete listing of the university policy, see: http://www.shsu.edu/~vaf_www/aps/811006.pdf

VISITORS IN THE CLASSROOM:

Unannounced visitors to class must present a current, official SHSU identification card to be permitted in the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom. Given the difficult topics discussed, the need to fully focus on the aspects of the cases reviewed, and the Socratic, dialogical nature of the class, this instructor has chosen to allow only those students enrolled in the course to attend classes. Individuals—including current or former students, family members, children, or colleagues—not enrolled in a specific section of a class will not be permitted to attend class.

CELL PHONE AND COMPUTER USE IN CLASS:

While in class, students are expected to adhere to the highest ideals of respect and professionalism. This includes providing undivided attention to your professor and classmates. As such, class will be conducted as if it were a technology free zone with exception of the technology supported by SHSU. Cell phones should be silenced. Under no circumstances will texting, instant messaging, or other similar technologies be allowed. Laptop and desktop computers are to be turned off and stowed at all times during class. If you are actively using

a cell phone or laptop while in class, you will likely be called upon to lead the class discussion, asked to put your technology away, face a reduction in class participation, or have your technology temporarily confiscated. If, during class, you are made aware of an emergency situation and need to address it, you must inform the professor of the situation and ask to be excused to address the situation.

ACADEMIC STANDARDS GREIVANCE POLICY:

Open communication with your instructor is important and, in many cases, can resolve disputes over academic standards. Your instructor is the expert in the field of higher education administration that Sam Houston State University has selected to teach the subject matter most pertinent to this course in his opinion. However, from time to time, there may arise a need for students to appeal the professor's decision on academic standards (i.e. grades, unauthorized absences, etc.). If they believe their grades or academic standing has been adversely affected by a professor's actions Students have the right to an appeal as outlined by Texas State University System policies online at http://www.shsu.edu/dept/academic-affairs/documents/aps/students/900823_001.pdf. Students who are simply unhappy with a grade they fairly earned as advised to not appeal grades or academic standards.

Tentative Course Schedule

Week 1- Aug. 29, 2017: Course and Colleague Introduction

Big Question(s): What is this course all about? What are some of the major issues facing higher education?

Assigned Readings/Podcasts/Discussions:

☐ None.

Assignments Due:

☐ Where I'm From Exercise.

Week 2- Sept. 5, 2017: Paradigmatic, Philosophical, and Political Foundations of Ethics and Policy, Kant, Hegel, Pascal, Nietzsche

Big Question(s): What are the sources and structures of ethics and policy? What are *policy, ethics, and morals*?

Assigned Readings:

- ☐ Read Robinson and Moulton Preface and Chapter 1
- ☐ Watch Philosophy and Paradigms Podcast
- ☐ Read Theoretical Perspectives and Paradigm Guide. Become familiar with all terms in it.

Assignments Due:

☐ None

Week 3- Sept. 12, 2017: Philosophical Paradigms: Smith, Rousseau, Foucault

Big Question(s): What are some philosophical, ethical, and moral systems guiding policy and decision-making?

Assigned Readings:

- ☐ Read Robinson and Moulton Chapter 2
- ☐ Read Kinash's Synopsis of Paradigms, Methods, and Methodology
- ☐ Read Theoretical Perspectives and Paradigm Guide. Become familiar with all terms in it.
- ☐ Read Common Paradigms
- ☐ Read Case Study Protocol
- ☐ Read Decision Making Model
- ☐ Read Policy Review Process Framework

Assignments Due:

☐ None

Week 4- Sept. 19, 2017: Ethical and Moral Frameworks and Theories: Dewey, Kohlberg, Gilligan,

Big Question(s): What kinds of issues set higher education administrators up for challenging ethical and policy issues? What are Kohlberg's /contributions to morality and ethics?

Assigned Readings:

- ☐ Read Robinson and Moulton Chapter 3
- ☐ Watch Frameworks and the Issues they Address Podcast

Assignments Due:

☐ None

Week 5- Sept. 26, 2017: Fundamental Ethical Expectations, Ethics in Research

Big Question(s): What are some fundamental ethical perspectives of research, student/institution relationships, instruction, and administration?

Assigned Readings:

- ☐ Read Robinson and Moulton Chapters 4 and 5
- ☐ Read the [AERA Code of Ethics](#).
- ☐ Read at least 1 Code of Ethics from a professional organization from your functional area of higher education, bring it to class.
- ☐ Watch Ethics in Research Podcast

Assignments Due:

- ☐ None

Week 6- Oct. 3, 2017: Professional and International Standards

Big Question(s): What guidance do professional or international organizations offer for ethical practice?

Assigned Readings:

- ☐ Read the [AAUP 1940 Statement on the Principles of Academic Freedom and Tenure](#)
- ☐ Read the [Council for the Advancement of Standards Statement on Shared Ethical Principles](#)
- ☐ Read the [ACPA Statement of Ethical Principles and Standards](#)
- ☐ Read [The AAUP's Statement on Professional Ethics](#).
- ☐ Read the [Magna Charta Universitatum](#)
- ☐ Read [The Bucharest Declaration on Ethical Values and Principles of Higher Education in the Europe Region](#)
- ☐ Read at least two other professional organizations' professional statements (AIR, NACADA, ACA,

Assignments Due:

- ☐ Case Study Presentations can be completed.
- ☐ Mentor Interview Paper is Due

Week 7- Oct. 10, 2017: Dialogue as an Administrative Ethic

Big Question(s): What is dialogue? What is praxis?

Assigned Readings:

- ☐ Read Freire Introduction, Preface, and Ch.1-2

Assignments Due:

- ☐ Case Study Presentations can be completed.

Week 8- Oct. 17, 2017: Dialogue as an Ethic in Education

Big Question(s): What is dialogue? What is praxis? What is the banking concept of education?

Assigned Readings:

- ☐ Read Freire Ch. 3

Assignments Due:

- ☐ Case Study Presentations can be completed.

Week 9- Oct. 24, 2015: Antidialogue as an Ethic

Big Question(s): What was Freire's main argument related to the antithesis of dialogue?

Assigned Readings:

- ☐ Read Freire Ch. 3

Assignments Due:

- ☐ Case Study Presentations can be completed.

Week 10- Oct. 31, 2017: State Funding Policy Analysis

(Class Will be Held Online, Asynchronously)

Big Question(s): Is higher education state supported still?

Assigned Readings:

- ☐ Read [State Funding: A Race to the Bottom](#)

Assignments Due:

- ☐ Case Study Presentations can be completed (even online if you prefer).

Week 11- Nov. 7, 2017: State Access Policy Analysis; Analyzing Discourse

(Class Will be Held Online, Asynchronously)

Big Question(s): What are some ethical considerations for affirmative action in higher education?

Assigned Readings:

- ☐ Read <http://www.popecenter.org/2015/09/affirmative-action-actually-hurts-campus-race-relations/>

Assignments Due:

- ☐ All Case Study Presentations must be completed by next week.

Week 12- Nov. 14, 2017: Making and implementing tough decisions

Big Question(s): What is at stake in ethical policy development and democratizing practice in higher education?

Assigned Readings:

- ☐ Watch Bok's The Price of Democracy <https://www.youtube.com/watch?v=wHnuaYyTiDg> (content really begins at 4:30 minutes).
- ☐ Read Fish's Shared Governance: Democracy is Not an Educational Idea <http://www.changemag.org/Archives/Back%20Issues/March-April%202007/full-shared-governance.html>
- ☐ Read *Recasting History: Are Race, Class, and Gender Dominating American History?* http://www.nas.org/images/documents/Recasting_History.pdf

Assignments Due:

- ☐ Case Study Assignment Presentations are Due.
- ☐ Professional Values Statements are Due

Week 13- Nov. 21, 2017: Making and implementing tough decisions

(Class Will be Held Online, Asynchronously)

Big Question(s): What are some frameworks for making ethical decisions?

Assigned Readings:

- ☐ Review Case Study Framework
- ☐ Read Ethical Decision Making Model

Assignments Due:

- ☐ None

Week 14- N

ov. 28, 2017: Final Matters and Details

Big Question(s): How has an experienced educational leader developed his/her ethical core?

Assigned Readings:

- ☐ None. Guest Speaker

Assignments Due:

- ☐ None

COURSE SYLLABUS IS SUBJECT TO CHANGE. SOME CLASSES MAY BE TAUGHT ONLINE.