LEAD 7850 – ETHICS & STANDARDS IN HIGHER EDUCATION
3 Semester Hours (Summer 2013)

Dewar College of Education
Valdosta State University
Department of Curriculum, Leadership, & Technology
Higher Education Leadership

CONCEPTUAL FRAMEWORK: GUIDING PRINCIPLES (DEPOSITS)

(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

INSTRUCTOR INFORMATION

Name:	Danielle J. Alsandor, Ph.D., Assistant Professor
Office Location & Telephone:	SLP Building, Room 228 via computer lab; (229) 333-5633
E-mail Address:	djalsandor@valdosta.edu
Office Hours:	Wednesdays 11:00 a.m.-1:00 p.m., & appointment
Website:	http://www.valdosta.edu/coe/clt/highered/index.shtml
Online Course:	Due dates will be weekly on Wednesdays 11:59 p.m.

REQUIRED TEXTBOOK

Hamrick, F. A. & Benjamin, M. (2009). *Maybe I should…: Case studies on ethics for student affairs professionals.* Lanham, MD: University Press of America.

Shapiro, J. P. & Gross, S. J. (2012). *Ethical educational leadership in turbulent times: (Re)Solving moral dilemmas.* 2nd Edition. New York, NY: Routledge.

RECOMMENDED TEXTBOOKS

American Psychological Association. (2010). Publication Manual of the American Psychological Association (6th ed.). Washington, DC: American Psychological Association.

SUPPLEMENTAL LEARNING RESOURCES

This course will include the use of supplemental text relevant to course material. The instructor will provide additional required and/or beneficial learning materials during the semester to support course topics. Students can access these additional readings on BlazeVIEW D2L.

Wilcox, J. (1992). *The leadership compass: Values and ethics in higher education*. Jossey-Bass ASHE Higher Education Report reader Series.

May, W. W. (1998). *Ethics and higher education.* Westport, CT: Greenwood Publishing Group's American Council on Education/Oryz Press Series on Higher Education.

SUPPLEMENTAL WEB-BASED LEARNING RESOURCES

Society for Values in Higher Education http://www.svhe.org/
Council for the Advancement of Standards in Higher Education http://www.cas.edu/index.php/cas-general-standards/

COURSE DESCRIPTION

The definition and concept of ethics; important ethical thinkers through a historical and ideation methodology; theoretical application and analysis of different ethical codes in higher education. Students study and submit appropriate codes of ethics for their specific disciplines within higher education. (3 credit hours)

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

(* indicates which standard(s) applies to this course)

I. **CONTENT AND CURRICULUM: Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.*

II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Educators support the intellectual, social, physical, and personal development of all students.*

III. LEARNING ENVIRONMENTS: Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. **ASSESSMENT: Educators understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.*

V. PLANNING AND INSTRUCTION: Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Educators recognize, participate in, and contribute to teaching and learning as a profession.

LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml

UNIVERSAL STUDENT LEARNING OUTCOMES FOR VSU'S HIGHER EDUCATION GRADUATES

Part 5a.1 Foundational Studies:

- Discuss the philosophical foundations of the profession, referencing historical and contemporary documents, to indicate how values guide practice.
- Apply a recognized professional organizations' code of ethics or ethical principles to professional work.

Part 5b.2 Student Characteristics and Effects of College on Students:

- Translate theoretical knowledge about student characteristics and collegiate environments into meaningful learning experiences for students with diverse backgrounds.

Part 5b.3 Individual and Group Interventions:

- Design interventions for individuals and groups using appropriate resources and referral practices.
- Identify and explain contemporary issues facing higher education and create viable solutions.

Part 5b.4 Organization and Administration of Student Affairs:

- Apply knowledge of leadership, organizational functions, and management practices.
- Demonstrate professional competencies in budgeting, finance, and strategic planning.
- Explain statutory case law and higher education policies and relate understanding to decision-making.

Part 6 Practical/Professional Competencies

- Develop and/or improve skills in the following areas:

Collaborative Work	Conflict Mediation	Leadership for Change
Effective Verbal & Written Communication	Informed Decision-Making	Critical Thinking
Networking & Professional Development	Work with Diverse Populations	

COURSE PURPOSE

The purpose of this class is to examine ethical issues and professional standards in higher education from the lens of student, faculty, and administrator. This course informs students of challenges that can occur in the various areas of higher education and student affairs and ways to address those challenges, which will aid higher education/student affairs (HESA) professionals in their daily work with students and colleagues.

COURSE OBJECTIVES & OUTCOMES

Through thoughtful online discussion posts and conscientious assignment completion, students are expected to achieve the following designated learning outcomes:

- Objective 1: To identify factors and situations that can influence ethical behavior in higher education institutions.
  - Learning Outcome: Students will be able to list influences that impact professionals and strategies they can employ to remain in alignment with their personal and professional standards.
- Objective 2: To examine their own ethics, values, and morals by thinking critically and creating their own code of ethics as it relates to their area of professional interest in higher education.
  - Learning Outcome: Students will be able to define ethics on their own terms and how it aligns with the standards of their chosen profession.
- Objective 3: To apply ethics to leadership roles and critique the various definitions and uses.
  - Learning Outcome: Students will be able to re-conceptualize the roles of educational leaders as it pertains to ethical dilemmas and decision-making.
- Objective 4: To resolve ethical dilemmas they may encounter as higher education/student affairs professionals.
  - Learning Outcome: Students will be able to identify effective ways to address higher education ethical issues through the use case studies.
- Objective 5: To develop the capacity for deep reflection and ethical decision-making.
  - Learning Outcome: Students will be able to define ethics and apply it in the higher education setting.

COURSE REQUIREMENTS

Late Assignments, Incompletes, and Extra Credit

The instructor will not accept late assignments for credit. In addition, incompletes will not be issued for this class unless there are major emergencies (e.g., hospitalization) and only after consultation and mutual agreement upon a contract specifying a timeline for completion of all required work. The instructor will not offer an incomplete for the class simply because the student desires more time to complete course requirements. Finally, there will be no extra credit assignments.

Assignment Format

All assignments are to be typed and in congruence with APA Style 6th Edition (cover page, double-spaced with 1-inch margin on all sides (top, bottom, left, and right margins, and more), appropriate running head, headings and subheadings, etc. Use Times New Roman 12 pt. font and cite any and all references. Proofread, proofread, and proofread! If an assignment has obviously not been proofread or APA Style is not followed, the instructor reserves the right to reduce the assignment by one letter grade.

COURSE EVALUATION & GRADING POLICY

You will be asked to provide the instructor with informal feedback regarding aspects of the course. At the conclusion of the class, you will have the opportunity to evaluate the course and the instructor. Grades and quality points represent the instructor's final estimate of the student's performance in a course. The following letters denote course grades:

93-100% = A (Excellent; 4 quality points per hour)
85-92% = B (Good; 3 quality points per hour)
77-84% = C (Satisfactory; 2 quality points per hour)
69-76% = D (Passing; 1 quality point per hour)
≤ 68% = F (Failing; 0 quality points per hour)
WF = Withdrew Failing (0 quality point per hour)

Grading	

A	• Student completes assignment on time and adheres to all stated directions.
	• Work is well organized, clear, concise, and illustrates critical thinking and analysis
	• Papers/Assignments use APA style appropriately; are grammatically sound; and a pleasure to read
	• As a part of online participation:
	  • Engages in critical reflection online
	  • Provides thoughtful and constructive feedback to peers online

B	• Student completes assignment on time and adheres to all stated directions.
	• Written work is somewhat organized, mostly clear and concise, and occasionally illustrates critical thinking and analysis
	• APA style is loosely adhered to at best; has some grammatical errors.
	• As a part of online participation:
	  • Occasionally engages in critical reflection online
	  • Provides mostly thoughtful and constructive feedback to peers

C D F	• Student does not complete assignment on time and/or does not adhere to all state directions.
	• Written work: lacks organization, is not clear and concise, and/or only examines issues at the surface level; APA style is lacking and/or loosely adhered to; has repetitive grammatical errors.
	• As part of online participation:
	  • Engages in surface level reflections online
	  • Infrequently provides thoughtful and constructive feedback to peers; and/or engages in behavior that distracts and/or does not contribute to a collaborative learning community

COURSE ASSIGNMENTS

Discussion Board Posts (30%) – Due June 5, 7, 10, 12, 14, 17, 19, 21, 24, & 26 via BlazeVIEW D2L by 11:59 p.m. EST

This is an online course and participation via BlazeVIEW D2L is extremely important. Participation is defined as thoughtful and critical discussion posts, reflections, responses, etc. that pertain to course material. **Students must (1) respond to the discussion board prompt, (2) select a case study from Shapiro & Gross (2012) that is not assigned reading and post your recommendations/advice (begins June 10 after learning basic ethical concepts), AND (3) respond to at least one classmate's post by 11:59 p.m. EST on all of the aforementioned dates.** Your **post must be at least 150 words**. If you reference an article, book, or chapter, you **must cite it in APA Style**. It is important to note that simply making a post or commenting on a peer's posts on the discussion board prior to the deadline does not constitute active participation. **Evidence of reading, time spent in reflection, and a sense of connectivity to the field HESA is required.**

Also, **waiting to the last minute to post/respond is not in your or your classmates' best interests**! Many of you are in different time zones for your internship and/or as an online student, but **all deadlines are for Eastern Standard Time (EST)**. Prior planning is essential to prevent poor performance! So **post early**! In your posts, please remember the written word is perceived differently than when spoken aloud. Please be respectful to others when expressing yourself. All posts must be thoughtful, informative, and reflective. Sub-par reflection, brief non-critical thought, and unprofessional, disrespectful, and/or inappropriate discussion board posts will not be tolerated, will adversely impact your grade, and may result in course dismissal.

Ethical Dilemma Reflection (10%) – Due Friday, June 7 via BlazeVIEW D2L by 11:59 p.m. EST

The saying goes hindsight is 20/20. For this assignment, you will reflect on an ethical dilemma you encountered in your professional or academic career. Apply concepts from course readings to the situation. How might these concepts have helped your decision-making process? What would you do differently, if anything? You are to utilize facts, information, and concepts from course readings and any relevant, reputable supplemental material. You **must use APA Style and reference at least five scholarly works** (e.g. journal articles, books, professional organizations, etc.). **Reflection may not exceed five pages including cover page and references**.

Quizzes (10%) – Due Wednesday, June 12 and Friday, June 21 via BlazeVIEW D2L by 11:59 p.m. (each quiz worth 5%)

This course involves a lot of reading. To ensure you are reading and comprehending the material, there will be quizzes in the second and third weeks of class. It is open book and you will have three days to complete. The quizzes will consist of multiple choice and short answer items based on the readings and any course PowerPoint presentations.

Ethical Leader Profile (5%) – Due Friday, June 14 via BlazeVIEW D2L by 11:59 p.m. EST

Mentors/Role models are key to a successful career in higher education. For this assignment, identify someone you consider to be an ethical and effective higher education leader. You are to interview and profile this leader, providing insight into his/her leadership style and philosophy, answering questions such as: Who is this person? What is his/her leadership philosophy? What ethical dilemmas has he/she faced? What philosophy, model, or framework, helps this leader make ethical decisions? You **must use APA Style and include at least five, reputable, scholarly works** (e.g. journal articles, books, professional organizations, etc.). **Memo is not to exceed five pages including cover page and references.**

Critical Case Evaluations (20%) – Due Wednesday, June 19 via BlazeVIEW D2L by 11:59 p.m. EST

In Hamrick & Benjamin (2009), multiple cases studies are presented. You will be assigned two cases from the five different areas (academic student services, enrollment services, residence life, student co-curricular and Greek life, and mentoring and professional advancement cases. The assigned cases should be examined & evaluated in light of the ethical frameworks and material studied in this class, as well as what you have learned in other classes. Think of this as a synthesis of your learning. You **must use APA Style and include at least five, reputable, scholarly works** (e.g. journal articles, books, professional organizations, etc.). **Memo is not to exceed five pages including cover page and references.**

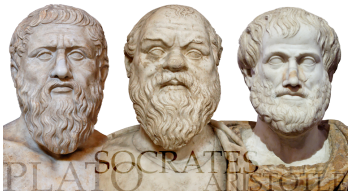
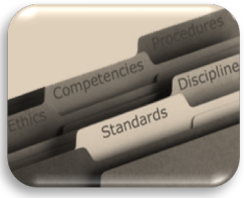
Personal Philosophy & Code of Ethics (25%) – Due Monday, June 24 via BlazeVIEW D2L by 11:59 p.m. EST

As a culminating project, you are to create a personal philosophy of higher education and a personal code of ethics. Reflect on your philosophy of ethics and how core values, professional standards, ethical theories and models, practical experiences, and/or mentors and role models shape your views. You are to review all course material and then develop a personal statement of educational philosophy as it relates to working with college students in your desired area of HESA. You are also to include your personal values, ethics, morals, and personality. Your personal philosophy is to be included at the top of or prior to your personal code of ethics.

Creativity is highly encouraged. You can use technology, images, or symbols to visually represent your code of ethics (e.g. create a crest, PowerPoint/Prezi, video, skit, song/rap, poem, animation, etc.). Explain your code of ethics and the symbols in writing (sentences, paragraphs, bullets, or essay). Just make sure the file can be easily uploaded, downloaded, and opened with "basic" software or media (e.g. Microsoft Office Suite, Adobe Professional, QuickTime, iMovie, YouTube link, etc.). A sample personal code of ethics is provided on BlazeVIEW D2L. However, **you are not to follow this example exactly**. It is merely to help serve as a guide to stimulate thought and appeal to those who are more visual learners.

NOTE: The instructor reserves the right to make modifications as needed throughout the course. This includes changes to the course syllabus, calendar, readings, and assignments.

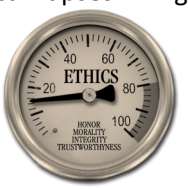
COURSE CALENDAR & ASSIGNMENT DEADLINES

Date	Topic	Readings/Assignment Due
1) June 5	Introduction to Ethics I: *The Origins* 	Review Syllabus & E-mail any questions to instructor Post to Discussion Board: Personal Introduction by 11:59 p.m. Complete Ethics Questionnaire (via provided Qualtrics link) by 11:59 p.m. Read Cantagallo (2000) Summary of Plato's The Republic *(4 pgs)* Read Socrates (2013) Who is Socrates? *(1 pg)* Read Risch (2003) The Socratic Method *(1 pg)* Read Plato (2013) Who is Plato? *(1 pg)* Read Aristotle (2013) Who is Aristotle? *(1 pg)* Read Newall (2005) "Introducing Philosophy 11 Ethics" *(16 pgs)* Read Hamrick & Benjamin (2009) Chapter 1: Overview *(16 pgs)* Read Shapiro & Gross (2012) Chapters 1: Overview of the Book *(17 pgs)*
2) June 7	Introduction to Ethics II: *Core Ethical Concepts* 	Post to Discussion Board: Importance of Words by 11:59 p.m. Submit Ethical Dilemma Reflection by 11:59 p.m. Read Robinson & Moulton (2005) Chapter 1: Intro Ethical Problems…*(11 pgs)* Read Shapiro & Gross (2012) Chapter 2: Multiple Ethical Paradigms *(16 pgs)* Read Shapiro & Gross (2012) Chapter 3: Turbulence Theory *(21 pgs)* Read Kitchener (1985) Ethical Principles & Decisions in Student Affairs *(7 pgs)*
3) June 10	Intro to Professional Standards & Code of Ethics: *CAS; ACPA; NASPA; NEA* 	Post to Discussion Board: Is Lying for the Greater Good Ethical? by 11:59 p.m. Select a Case Study from Shapiro & Gross (2012) to read and post recs/advice Read CAS General Standards (2012) *(15 pgs)* Read Komives & Arminio (2011) Promoting Integrity Through Stand… *(8 pgs)* Read ACPA Ethical Principles & Standards w/ Revised Appendix A *(8 pgs)* Read the ACPA (2012) Ethics PowerPoint Presentation *(19 slides)* Read NASPA (2012) Standards of Ethical Professional Practice *(3 pgs)* Read NASPA (2012) Ethics Statement *(4 pgs)* Read NEA Code of Ethics (1975) *(2 pgs)*
4) June 12	Ethics of Care & Justice 	Post to Discussion Board: Ethics, Caring, & Reason by 11:59 p.m. Submit Quiz by 11:59 p.m. Select a Case Study from Shapiro & Gross (2012) to read and post recs/advice Read Taylor (1998) Ethic of Care Versus the Ethics of Justice *(11 pgs)* Read Noddings (2012) The Language of Care *(6 pgs)* Read Kohlmeier & Saye (2012) Justice or Care *(8 pgs)* Read Botes (2000) Comparison Between the Ethics of Justice and Care *(5 pgs)*
5) June 14	Ethics in Ed Leadership 	Post to Discussion Board: Good Leadership… by 11:59 p.m. Select a Case Study from Shapiro & Gross (2012) to read and post recs/advice Submit Ethical Leader Profile by 11:59 p.m. Read Ciulla (2003) xii-xiv, 1-12, 53-63, 141-185 *(68 pgs)* Read Wilcox & Ebbs (1999) Ethical Leadership *(14 pgs)* Read Liddell, et al. (2010) Ethical Elders: Campus Role Models… *(7 pgs)*

6) June 17 Ethics of Critique & of the Profession

Post to Discussion Board: *Supervising and Role Modeling* by 11:59 p.m.
Select a Case Study from Shapiro & Gross (2012) to read and post recs/advice
Read Young (2011) The Virtues of Organizational Integrity *(9 pgs)*
Read Young (2011) Give In or Get Out: Responding to Professional… *(9 pgs)*
Read Marsh (2003) To Thine Own Ethics Code Be True *(3 pgs)*
Read Hamrick & Benjamin (2012) Chapter 2: Analyzing Case Studies
Read Hamrick & Benjamin (2012) *A Numbers Game (2 pgs)*
Read Hamrick & Benjamin (2012) *A Quick Wink (2 pgs)*
Read Hamrick & Benjamin (2012) *The Rumor Mill (2 pgs)*

7) June 19 Ethical Lapses in Higher Ed



Post to Discussion Board: Scandals - Avoiding Ethical Slips by 11:59 p.m.
Select a Case Study from Shapiro & Gross (2012) to read and post recs/advice
Submit Critical Case Evaluations by 11:59 p.m.
Read Kelley & Chang (2007) A Typology of University Ethical Lapses *(24 pgs)*
Read Janosik (2007) Common Issues in Professional Behavior *(18 pgs)*
Read Vedder (2012) Higher Education's Increasing Disdain for Virtue *(2 pgs)*
Read Wood (2012) A Culture of Evasion *(3 pgs)*

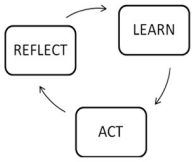
8) June 21 Ethical Case Studies: *Applied Ethics*

Post to Discussion Board: *Life on the Road* by 11:59 p.m.
Select a Case Study from Shapiro & Gross (2012) to read and post recs/advice
Submit Quiz by 11:59 p.m.
Read Hamrick & Benjamin (2012) *The Case of Pressuring Parents (2 pgs)*
Read Hamrick & Benjamin (2012) *Exceptions in Graduate Admission (2 pgs)*
Read Hamrick & Benjamin (2012) *The Partying, On-Duty RA (2 pgs)*
Read Hamrick & Benjamin (2012) *Anonymous Allegations (2 pgs)*
Read Hamrick & Benjamin (2012) *Seeking a Mentor (2 pgs)*

9) June 24 Reflection on Ethics: *Personal Ethical Code*

Post to Discussion Board: What You Say vs. What You Do? By 11:59 p.m.
Select a Case Study from Shapiro & Gross (2012) to read and post recs/advice
Submit Personal Philosophy & Code of Ethics by 11:59 p.m.
Read Vogel (2012) Leading with Hearts & Minds: Ethical Orientations *(11 pgs)*
Read Shapiro (2006) Ethical Decision Making in Turbulent Times…*(7 pgs)*
Read Hamrick & Benjamin (2012) *The 21st Birthday Party (2 pgs)*
Read Brown (2003) Ten Writing Tips for Creating an Effective Code *(2 pgs)*
Read All About Philosophy (n.d.) Personal Code of Ethics *(1 pgs)*

10) June 26 Reflection on Ethics: *The Future*



Post to Discussion Board: Your Ethical Muscles by 11:59 p.m.
Read Robinson & Moulton (2005) Chapter 6: An Open End *(4 pgs)*
Read Dalai Lama (1999) Chapter 16: An Appeal *(5 pgs)*

**** = Indicates online class session***

NOTE: The instructor reserves the right to make modifications as needed throughout the course. This includes changes to the course syllabus, calendar, readings, and assignments.

ATTENDANCE POLICY

Education discourse and classroom discussion is critical to the learning process. Thus, this course is designed to be a combination of lecture and discussion with the intent of being interactive and hands-on. For this to be successful, you must attend and be on time to all course meetings and read course material prior to class. Students should be prepared and willing to share ideas, analysis, and questions in a thoughtful manner. Generally speaking, be prepared to share at least two ideas or observations in every class meeting.

If circumstances prevent a student from attending class, he/she should contact the instructor prior to class as a professional courtesy. Absences or repeatedly arriving late to class and/or leaving early will result in a reduction of the student's final course grade. Also, communicate with a classmate to obtain notes or materials. Remember, it is your responsibility to learn what was discussed and what is due next class.

Religious/holy days of obligation sometimes conflict with the course schedule. If you miss an assignment or project due to the observance of a religious/holy day, you will be given an opportunity to complete the work missed within a reasonable time. You must notify the instructor at least seven days prior to the class(es) scheduled on the dates you will be absent to observe a religious/holy day(s). The student, so excused, will be allowed to complete the assignment within a reasonable time after the absence: a period equal to the length of the absence (i.e. student who misses one day, will be given one day to submit). A student who notifies the instructor and completes any missed exams or assignments will not be penalized for the absence. A student who does not complete the assignment within the prescribed period will not receive credit.

PROFESSIONALISM

The importance of professionalism and ethics can never be overstated. Professional attire, language, and demeanor convey maturity, responsibility, and indirectly encourage individuals to make positive judgments. In addition, you are representing your institution, office, and program. Your professionalism is a direct reflection on your institution and training. Hence, respectful language, use of evidence based practices, and active participation are expected.

As current and future higher education professionals, there are guiding principles and values to ensure daily work with and on behalf of students remains effective and beneficial. The National Association of Student Personnel Administrators (NASPA) along with the American College Personnel Association (ACPA) and several other student affairs related professional organizations each promote professional tenets. Below are some key professional practices:

- **Integrity** – High moral principles exhibiting authentic, honest, just, and ethical behavior.
- **Innovation** – Continuously seeking improvement through new and creative approaches.
- **Inclusion** – Seeking ways to ensure access, acknowledgement, opportunity, and participation for all.
- **Inquiry** – Supporting research and scholarship to add to the knowledge base of the profession and ensure that data informs practice.
- **Diversity** – Continuously working to gain or enhance multicultural competence.
- **Communication** – Free and open exchange of ideas in a context of mutual respect.
- **Advancement and dissemination of knowledge** – Stay abreast of literature relevant to college students and their learning as well as to the effectiveness of student affairs professionals. Seek opportunities for professional development and personal growth.
- **Outreach** – Advocating for issues that are of concern to students, student affairs professionals and the higher education community.

Electronic Mail Student Notification Policy

Official communication with students in this class will be conducted via e-mail. Course announcements and updates will be posted on BlazeVIEW. Students are expected to check e-mail on a frequent and regular basis in order to stay current on class activities and assignments. Unless otherwise notified, the instructor will use the e-mail provided to the University as the official address.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

> Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form http://www.valdosta.edu/coe/studentsinfo.shtml
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form and the policy will be followed http://www.valdosta.edu/coe/studentsinfo.shtml
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or e-mail: access@valdosta.edu

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml

INSTRUCTOR INFORMATION

Name: Danielle J. Alsandor, Ph.D., Assistant Professor
Contact: SLP Building, Room 228; (229) 333-5633; djalsandor@valdosta.edu
Office Hours: Wednesdays 11:00 a.m.-1:00 p.m. & by appointment