

FORT HAYS STATE UNIVERSITY**AEP 826, THE GOOD TEACHER: ETHICAL CHOICES AND DECISIONS
3 Graduate Semester (Credit) Hours**

INSTRUCTOR: Dr. Donna Rice
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Target Audiences: High School and Middle School Instructors nation-wide, to include JROTC, DODEA, DODPAC, Charter Schools, Private Academies, and other RTG & Associates clients (*youth leaders in civic, church and community organizations; youth instructors in special positions of trust; and government officials in organizations with special responsibilities in dealing with America's youth*). Additionally, FHSU graduate students as approved and recommended by their faculty advisors.

COURSE DESCRIPTION:

The purpose of this online asynchronous delivered two-part course is to develop new knowledge to help those witnessing sexual misconduct by colleagues to make appropriate interventions. As a character in an interactive movie participants will maneuver through the complex, emotional, and often morally ambiguous world of teaching. Students will make decisions at strategic points in the interactive movie answering thought-provoking questions about seemingly insignificant yet pivotal situations that teachers, administrators, and others who interact with young people face throughout the year.

INTRODUCTION:**Course Methodology:**

This decision-based effort will cause students to face negative consequences or emerge as respected educators who know how to create safe and healthy school and community environments. The experience will increase insight into how educators and other youth leaders can find themselves sliding down the slippery slope of sexual misconduct. In addition, students participate in a seminar and online course developed by nationally known experts in ethics, Dr. Troy Hutchings and Dr. Glenn Lipson respectively. They also explore implications

of emerging technology through Frederick Lane a lawyer and computer forensics expert. Navigating through the interactive scenarios, students will learn to (a) recognize the operational methods of sexual predators versus those who cross boundaries without the ultimate intention of sexual misconduct, (b) avoid inappropriate behavior at all levels, and (c) how to recognize and appropriately address situations where others cross boundaries. The courses are enhanced with articles in the literature and the assigned book, [Cybertraps for Educators 2.0](#). Students also conduct research into prevention programs and create a prevention program for their school or non-school work environment.

****Note,**** Students attending a public access presentation (*any on-site lecture and training over a period of 40 hours+*) with Dr. Troy Hutchings or Dr. Glenn Lipson are eligible for a waiver of the online Introduction and Presentation and associated activities. Submit a scanned participation certificate of any type, provided from the event as proof, along with your required academic paper(s) outlined in Graded Assignments in the Activity 1 and 2 Sections. The 40 hours must be documented by a conference schedule or agenda with time listed, as well as a certificate from the event.

********How to register for the webinar [Making the Right Choices](#): go to the landing page of the site and click on *log in* at the extreme upper right hand corner. Once you have registered on the site and have your user name and password, you need to re-enter the landing page and scroll to the very bottom of the page where you will see two (icons) categories ... one says *Making rights Choices LLC* and the other says *LA Unified School District*. You need to click on the *Making right Choices LLC* category. When you do that, you will see two courses with full course descriptions ... click on the little double PP on the right of your course to enroll via a PayPal payment. (Note: although payments are made through PayPal, you do not have to have a PayPal account to make payment.) Once you make payment you will automatically be enrolled in the course and have full access to course materials.

TEXT: Lane, F. S. (2020). [Cybertraps for Educators 2.0](#). Matham. https://www.amazon.com/Cybertraps-Educators-2-0-Frederick-Lane/dp/B08HRZ2JJN/ref=tmm_pap_swatch_0?_encoding=UTF8&qid=1602207438&sr=1-2-25b07e09-600a-4f0d-816e

Webinar/Seminar 1: [The Good Teacher](#) (Password for DVD access is your individual **FHSU Student ID Number**). Email assistance request to if you have any issues. Please provide name, personal address and accurate telephone number in your email request.

Webinar/Seminar 2: [Making the Right Choices](#) Lipson, G. (2014). Cost: \$75.00 (*technology access fee*). Choose Making the Right Choices, LLC course category for the FHSU required course.

REQUIRED ARTICLES:

Johnson, L. S. (2012). Guidelines for Dealing with Educator Sexual Misconduct. National Association of Independent Schools. Retrieved from http://www.nais.org/Articles/Documents/Member/_Educator_Sexual_Misconduct_12_finaledits.pdf?_cldee=YnVybmV0dEBuYWlzLm9yZw%3D%3D

Ali, R. (April, 2011). Dear Colleague Letter. U.S. Department of Education, Office for Civil Rights. Retrieved from <https://www.thefire.org/us-department-of-educations-office-for-civil-rights-dear-colleague-letter-april-4-2011/>

Zemel, J. E., & Twedt, S. (October 31, 1999). Lessons In Betrayal Small But Dangerous Contingent Of Sexual Predators Lurks Among The Dedicated Teachers In Our Nation's Schools. *Pittsburg Post-Gazette*.

Part 1: Retrieved from <http://old.post-gazette.com/regionstate/19991031newabuse1.asp>;

Part 2: Retrieved from <http://old.post-gazette.com/regionstate/19991101abuse1.asp>;

Part 3: Retrieved from <http://old.post-gazette.com/regionstate/19991102dspenn2.asp>

REQUIRED VIDEO

“Mr. Holland’s Opus,” (watch or rewatch the movie) specifically the YouTube video clip from the movie, “Mr. Holland’s Opus” [Someone to Watch Over Me](http://www.youtube.com/watch?v=Tb0s4cnT3hM&feature=endscreen&NR=1). Retrieved from <http://www.youtube.com/watch?v=Tb0s4cnT3hM&feature=endscreen&NR=1>

REQUIRED TUTORIAL

[The Good Teacher Overview](#) (including the story of Mr. Ken Lamberton: see related Activities).

REQUIRED DISCUSSION QUESTIONS

See Page 20 Below

FORT HAYS STATE UNIVERSITY MISSION STATEMENT:

Fort Hays State University provides accessible quality education to Kansas, the nation, and the world through an innovative community of teacher-scholars and professionals to develop engaged global citizen-leaders.

COLLEGE OF EDUCATION AND TECHNOLOGY MISSION STATEMENT:

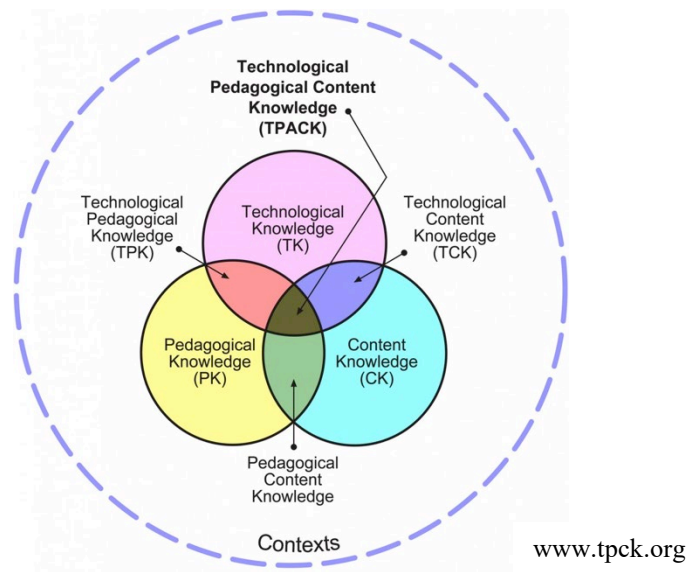
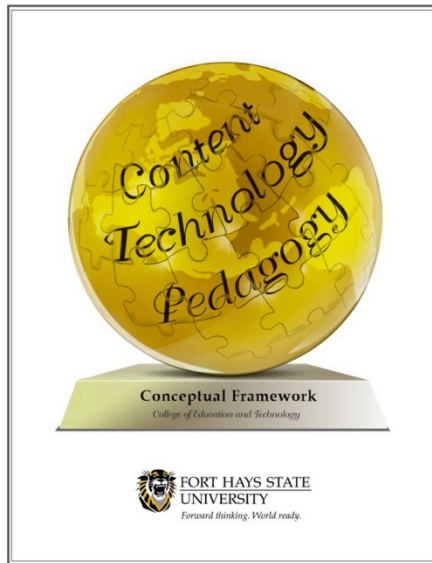
Education professionals prepared in the College of Education and Technology at Fort Hays State University will have the technological, pedagogical and content knowledge, skills, and dispositions to lead, model, teach and collaborate in diverse settings.
(For Steering Committee approval, September 2012)

CURRENT MISSION:

Professional educators prepared at Fort Hays State University will have the knowledge, skills, and disposition to ensure excellence in teaching while actively investing in their own professional development.

DEPARTMENT MISSION STATEMENT:

The mission of the Advanced Education Department is to prepare 21st century global leaders who serve in educational and community settings. Degree programs focus on the interaction among innovative technologies, relevant content, diversity and best practices.



The Conceptual Framework for Professional Educators at FHSU

Technological Pedagogical and Content Knowledge (TPACK)
<i>TPACK 1</i> – Candidates integrate current and emerging digital tools to collect, analyze, and present information.
<i>TPACK 2</i> – Candidates demonstrate proficiency in oral and written communication skills.
<i>TPACK 3</i> – Candidates select, design, administer, and interpret a variety of appropriate assessments.
<i>TPACK 4</i> – Candidates incorporate theories and research to design and implement effective learning environments for all students.
Technological Knowledge (TK)

<i>TK 1</i> – Candidates model and teach safe, legal, and ethical use of digital information and technology.
Technological Content Knowledge (TCK)
<i>TCK 1</i> – Candidates design/facilitate diverse learning activities that incorporate digital tools and resources.
Content Knowledge (CK)
<i>CK 1</i> – Candidates design/facilitate lessons/opportunities that reflect subject content and academic knowledge.
<i>CK 2</i> – Candidates design/facilitate and implement interdisciplinary units of study.
Pedagogical Content Knowledge (PCK)
<i>PCK 1</i> – Candidates make/facilitate curricular decisions based on data.
<i>PCK 2</i> – Candidates collaborate with other professionals to identify and design strategies and interventions to ensure student/teacher learning.
<i>PCK 3</i> – Candidates design/facilitate and adapt lessons/opportunities to meet the diverse needs of all students.
<i>PCK 4</i> – Candidates reflect on their practice and make necessary adjustments based on data to develop effective learning opportunities for all students and teachers.
Pedagogical Knowledge (PK)
<i>PK 1</i> – Candidates model the dispositions expected of professional educators as identified in state and institutional standards.
<i>PK 2</i> – Candidates engage in and reflect on professional learning opportunities.
Technological Pedagogical Knowledge (TPK)
<i>TPK 1</i> – Candidates communicate and collaborate using digital tools.

Disposition Statement: Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as candidates interact with students, families, colleagues and communities. These behaviors support student learning and development. Candidates are expected to demonstrate observable behaviors that are consistent with the ideas of fairness and the belief that all students can learn. (NCATE definition, 2001)

Definition for **DIVERSITY**: Differences among groups of people and individuals based on culture, ethnicity, race, socioeconomic status, gender, exceptionalities, language, migrant status, religion, sexual orientation, and geographical area.

DIVERSITY FIELD PLACEMENT definition: The FHSU COET definition of a diverse placement for students includes practicums, clinicals, internships, student teaching experiences, and course assignments. These experiences provide the candidate with the opportunity to interact with P-12 students in environments where the following indicators of diversity are present: 20% of the student population is

economically disadvantaged (on free or reduced lunch), 5% of the student population has identified disabilities (are on IEPs), or 5% of the student population is non-white (self-reporting of student or parent).

DIVERSITY PROFICIENCIES:

1. Recognizes and explains the nature of diversity in the community to inform instruction.
2. Understands and can articulate characteristics and attributes of student populations which contribute to commonality and differences.
3. Recognizes and applies appropriate educational options for all students.
4. Understands and applies results of assessment data for educational placement and accommodations.
5. Utilizes appropriate technology to gather and disseminate information.
6. Reflects on diversity experiences from a variety of perspectives (emotional, informational, and developmental) for diagnostic purposes and self-growth.

SOCIAL MEDIA GUIDELINES FOR STUDENTS:

All social media sites created for instruction and communication purposes by Advanced Education Programs faculty will be set up as *secret* or private.

Site purpose

The purpose of the site will be stated by your instructor. It is in line with Advanced Education Program's mission to help prepare 21st Century learners and provide them content and pedagogical knowledge online via innovative technology. A general guideline will be: *This site is to be used exclusively for the purpose of responding constructively to class discussions, assignment submission, uploading videos, and asking questions regarding course work. Your instructor has the right to remove any comments, discussions, questions, etc. that are not consistent with the stated purpose of this site.*

Know copyright laws

Always use a URL link when posting videos, full articles, etc. In other words, if you embed them on the site, be sure to provide sources and/or permissions.

Be accurate

Always provide clear and consistent information based on research and fact.

Be respectful

It's okay to disagree, but be polite and constructive in your manner.

No defamatory or harmful information about any individual—including students, colleagues, faculty, or administrators will be tolerated. All such content will not be tolerated and may result in removal of the violator from the social media site at the discretion of the instructor.

Remember--Anything that's not appropriate for the classroom or the evening news is not appropriate online.

Students Who Do Not Want to Participate

Students who may not want to participate for various reasons are encouraged to discuss concerns with your instructor.

Be transparent

Note that any opinions expressed are your own, and communicate in a professional and appropriate manner. Your instructor will likewise follow these guidelines: *Anything that the instructor says is strictly his/her opinion and is not speaking on behalf of FHSU.*

Safeguard others' privacy

When telling stories about real students and classroom, school, and district challenges, *don't* identify the location, names, job titles or any other personal information protected by state and federal privacy laws.

Adhere to the Golden Rule of Social Media: *Post about others as you would have them post about you.*

GOALS/LEARNING OBJECTIVES/COMPETENCIES/OUTCOMES

Students will . . .

1. Describe the teacher/student relationship and the lack of preparation teachers receive in pre-service training.
2. Summarize the slippery slope of sexual misconduct as portrayed in ***The Good Teacher*** and the seminar/webinar by Dr. Troy Hutchings.
3. Analyze and evaluate the different outcomes of the good and bad decisions and discuss rewards for good decisions and the implications for poor ones in your state/work environment.
4. Compare and contrast what characteristics of a caring, holistic teacher lead to boundary violations.
5. Analyze, evaluate, and present directives for preventing and handling sexual abuse for school or work environments.
6. Conduct research on the context of teacher sexual misconduct with students and prepare a prevention program based on that research and this course.
7. Analyze and discuss the similarities and differences of actions by sexual predators versus actions by those who cross boundaries without the ultimate intention of sexual misconduct
8. Synthesize learnings from the course using five discussion questions to prompt thinking and construct a critical analysis of how

you would handle the situations presented.

COURSE OUTLINE/CONTENT

COURSE FORMAT

This course will include a video presentation, an interactive video course with several decision trees, an online training program, the assigned book and video, and additional resources linked to this syllabus. Students will be evaluated through completion of the activities outlined in this syllabus.

Overall Course Objectives:

- Reflect knowledge from courses, movie, readings, and other sources
- Demonstrate implementation and application to classroom or organization
- Demonstrate writing skills and use of APA format

Writing tip: Use the Rubrics (*See pages 14-18 below*) for each activity page. (*Be sure to use spell check and grammar check and have someone proofread your paper before you submit it. Many students find they need to write more pages to thoroughly cover the content of the writing assignment. That is okay but ensure every word counts and that you avoid redundancy. What is most important is that you organize your paper with an Introduction (that states the purpose of your paper and the major points you will make), a Discussion/Analysis, and a Conclusion (that wraps up your paper without adding additional information). Your papers should be APA formatted using at least two levels of headings.*) You may learn more about APA style online at apastyle.org or in any grammar handbook, such as: Diana Hacker's "Rules for Writers." Also use a helpful Power Point guide to [APA 6th Edition](#) and APA tips and [Sample Paper](#) (that illustrates how to organize your paper and use the required headings). The Microsoft Word version of the APA Sample Paper that you can use a Template is [here](#).

Activity 1: Introduction to the Lack of and Need for Teacher Training and Guidelines in Teacher/student Relationships

Activity Resources: Instructor Welcome Letter (*p. 19 below*), “The Good Teacher” Introduction and associated Tutorial, eBook: [Cybertraps for Educators 2.0](#), and list of discussion questions (*p. 20 below*).

Pre-Activity: Read the Instructor Welcome Letter (*p. 19 below*), view the “The Good Teacher” Introduction by Dr. Troy Hutchings, navigate through the [Tutorial](#), read the eBook: *Cybertraps for Educators 2.0*, and review the list of discussion questions (*p. 20 below*).

Main Task (100 points)

In this Activity you will complete the pre-activity requirements and write a paper that includes the following points:

- a) Relate the reasons teachers pursue careers in education.
- b) Explain why an ethical framework is necessary to guide teachers.
- c) Reflect on pre-service training and discuss why teachers are so unprepared for the immersion in the complex world of teacher/student relationships.
- d) Relate how the teacher/student relationship is a continual emotional and intellectual interchange.

Your paper will be reviewed according to grading rubrics provided at the bottom of this document (*p. 14 below*), from which you will receive feedback. Feedback is a key element of the one-on-one approach to learning used in this course. Feedback and grading are a part of the learning process so completing your assignment is only the first part of your learning. The second part is judiciously reading and implementing the feedback from your instructor, which is the primary responsibility of the instructor. Your instructor will provide guidance on how to improve your work for both this class and other classes and how to apply your learning to your work situation. You will also receive suggestions on what you can do outside of the class to develop skills that will help you expand your knowledge of the subject. If you feel you need clarification ask your instructor for an appointment for synchronous contact.

Length of Paper: 3 - 5 pages

Drawing from the list of discussion questions (*p. 20 below*) discuss in approximately 250 words your thoughts from this assignment.

Learning Objective: 1

Activity 2:

Activity Resources: “The Good Teacher” Interactive Video Presentation and associated [Tutorial](#), [Mr. Holland’s Opus movie and video clip](#), eBook: *Cybertraps for Educators 2.0*, and list of discussion questions (*p. 20 below*).

Pre-Activity: View “The Good Teacher” Presentation, navigate through the associated [Tutorial](#), view [Mr. Holland’s Opus movie specifically noting this video clip](#), refer to the eBook *Cybertraps for Educators 2.0*, and review the list of discussion questions (*p. 20 below*).

Main Task (150 points)

In this Activity you will complete the pre-activity requirements, construct a Venn diagram of similarities and differences, and write an Analysis and a Compare and Contrast Paper that covers the following points:

- a) Discuss the tension between the conflicting messages teachers receive and how teacher and student characteristics and circumstances can lead to dangerous relationships.
- b) Depict some of the conditions necessary for the “perfect storm” of an inappropriate relationship to form between a teacher and a student. Include the concept of “famine of the soul” and a portrayal of characteristics of vulnerable students.
- c) Consider the attributes that make a teacher successful and possibly “award-winning.” Discuss how those same attributes could lead to a teacher becoming overly involved with individual students.
- d) Consider the circumstances in Mr. Ken Lamberton’s life as well as Mr. Holland’s life and list at least five ways they parallel your description. Reflect how you may have watched Mr. Holland’s Opus without this information and missed what was happening, but now that you have some awareness you can see the potential for the possibility of an inappropriate relationship. Relate how this heightened awareness can help you and others to circumvent your peers from potentially dangerous relationships. Discuss anything similar in your own experience that happened to you or to a fellow teacher and explain how you (or the other teacher) avoided (or did not avoid) boundary violations.
- e) Attach to your paper a Venn diagram to show the diverging and overlapping characteristics of effective teachers who do not violate boundaries and those who do violate boundaries.

Length of Paper: 3 - 5 pages

Drawing from the list of discussion questions (*p. 20 below*) discuss in approximately 250 words your thoughts from this assignment.

Objectives 2, 4

Activity 3:

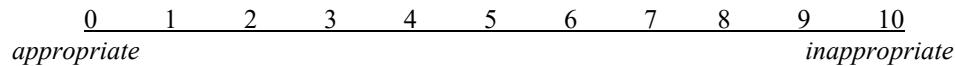
Activity Resources: “The Good Teacher” Interactive Video and eBook: [Cybertraps for Educators 2.0](#).

Pre-Activity: Navigate through the Interactive Video “The Good Teacher” and participate in the decision tree making your choices, and then again making choices you know are poor to see what the ending could have been. Pay close attention to how those around the potential perpetrator (Clayton Jennings) and the perpetrator (Mike Roberts) did or could have intervened for a less destructive ending. Refer to the eBook: [Cybertraps for Educators 2.0](#).

Main Task (150 points)

In this Activity you will complete the pre-activity requirements and write an Analysis and Integration Paper that:

- a) Describes the “slippery slope” and how over-involvement with students and a series of boundary violations can lead to sexual misconduct. Include risks involving social media and how they can be neutralized.
- b) Analyzes the continuum of behaviors (between 1 and 10) regarding interactions between teachers and students, with 1 being the most appropriate and 10 representing the most inappropriate, and documents one possible behavior for each point along the continuum (a total of 10 behaviors).



- c) Provides an exploration of why trouble begins with crossing the first boundary.
- d) Discusses how bystanders (those around the perpetrator) did or could have intervened in at least five different points and helped to prevent the misconduct.

Length of Paper: 4 - 6 pages

Drawing from the list of discussion questions (*p. 20 below*) discuss in approximately 250 words your thoughts from this assignment.

Learning Objectives 2, 3

Activity 4: Making the Right Choices

Activity Resources: “Making the Right Choices” Online Training, eBook [Cybertraps for Educators 2.0](#), and list of discussion questions (*p. 20 below*).

Pre-Activity: Complete the online training, “Making the Right Choices,” refer to the eBook: [Cybertraps for Educators 2.0](#) and read assigned articles.

Main Task (200 points)

In this activity you will complete the pre-activity requirements and prepare a PowerPoint or Prezi presentation to brief city officials, parents, administrators, and other interested parties to describe how inappropriate relationships develop, the need for ethical guidelines and professional development and the major points you have learned thus far. Ensure you answer the question: What is the difference between an opportunistic offender or a pre-meditated offender in terms of the progression and development of an improper relationship?

Length: 6-10 slides (with 2-4 references on a reference slide)
 No more than 6 bullets per slide or 6 words per bullet
 Notes Length: 150-200 words for each slide

Be sure to include citations for quotations and paraphrases with references in APA format and style. Save the file with the correct course code information.

Drawing from the list of discussion questions (*p. 20 below*) discuss in approximately 250 words your thoughts from this assignment.

Learning Objectives 1, 2, 3, 4, 5, 6, 7

Activity 5: Culminating Research Paper

Activity Resources: “The Good Teacher” Introduction, Presentation, and Interactive Video; “[Making the Right Choices](#)” online training; eBook: [Cybertraps for Educators 2.0](#); assigned articles; tutorials; additional research of at least one peer-reviewed journal or book, plus student journal. List of Discussion Questions (*p. 20 below*).

Pre-Activity: Review “The Good Teacher” Introduction, Presentation, and Interactive Video; “[Making the Right Choices](#)” online training; Preface, Introduction; refer to the eBook: [Cybertraps for Educators 2.0](#); assigned articles; tutorials; additional research, and class notes.

Main Task (300 points)

In this activity you will complete the pre-activity requirements and write an Application Paper. Review the discussion questions (*p. 20 below*) posed for the course. Choose five of the questions that prompt your thinking and prepare a critical analysis of how you would handle the situations presented. Your paper will be graded using the grading rubrics mentioned previously.

Length of Paper: 8-10 pages

Drawing from your list of discussion questions (*p. 20 below*) discuss in approximately 200 words your thoughts from this assignment.
 Learning Objectives 1, 2, 3, 4, 5, 6, 7, 8

Students have one full semester to complete the above activities. (*Students can complete their effort at a faster pace if their personal schedules permit.*)

EVALUATION PROCEDURES AND CRITERIA

Grading Scale

Grade	Percentage	Points
A	100-90	900-810
B	89-80	809-720
C	79-70	719-630
D	69-60	629-540
U	59 or below	539 or less
I		

Possible points: 900

Assignment	Points
Activity 1	100
Activity 2	150
Activity 3	150
Activity 4	200
Activity 5	300
Total	900

WRITTEN ASSIGNMENT CRITERIA

All written assignments must be typed and should conform to the basic principles of effective writing along with appropriate APA style guidelines, which are widely used in education. Also remember good writing involves an important balance of content and form.

FHSU Student Handbook

<http://www.fhsu.edu/studenthandbook/>

Rubric for Activity One

Rationale: The purpose of this rubric is to provide a tool to help students understand the desired performance to achieve the assignment goals and to clearly present an understanding and analysis of the materials, relating concepts to work environments and personal experiences. It is designed to prompt critical thought and in-depth analysis.

Total points available = 100

The activity paper and analysis rubric follows:

Completed Assignment Requirements	0 to 9 points Completed few required parts of the assignment;	10 to 19 points Completed required parts of the assignment, but may lack detail;	20 to 25 points Completed required parts of assignment, and included several relevant details;
Rationale/ Understanding of materials and use of examples	0 to 9 points Demonstrates little understanding of subject matter; paper is void of examples/illustrations;	10 to 19 points Demonstrates good understanding of subject matter through use of a minimum of one example/illustration;	20 to 25 points Demonstrates deep understanding of subject matter through use of at least two examples or illustrations;
Analysis of materials	0 to 9 points Analysis is superficial and unorganized (does not use headings and lacks a solid Introduction, Discussion/Analysis, and Conclusion); with little or no attempt to relate materials to each other and work environment or personal experiences;	10 to 19 points Analysis is apparent and organized (uses at least one level of headings with an attempt at an Introduction, Discussion/Analysis, and Conclusion);,but may be presented as summaries, some attempt is made to relate materials to each other and work environment or personal experiences;	20 to 25 points Analysis is comprehensive, in-depth, and organized (uses at least two levels of headings with solid Introduction, Discussion/Analysis, and Conclusion); considerable attempt is made to relate materials to each other and work environment or personal experiences;
Mechanics	0 to 9 points Many errors in spelling, grammar, APA, and/or punctuation are found and they interfere with or distract from understanding the paper	10 to 19 points Some errors of spelling, grammar, APA, and/or punctuation are present but they do not interfere with meaning	20 to 25 points Few or no errors in spelling, grammar, punctuation, APA, etc.

Rubric for Activity Two

Rationale: The purpose of this rubric is to provide a tool to help students understand the desired performance to achieve the assignment goals and to clearly present an understanding and analysis of the materials, relating concepts to work environments and personal experiences. It is designed to prompt critical thought and in-depth analysis.

Total points available = 150

The activity paper and analysis rubric follows:

Completed Assignment Requirements	0 to 14 points Completed few required parts of the assignment;	15 to 28 points Completed required parts of the assignment, but may lack detail;	29 to 38 points Completed required parts of assignment, and included several relevant details;
Rationale/ Understanding of materials and use of examples	0 to 14 points Demonstrates little understanding of subject matter; paper is void of examples/illustrations;	15 to 28 points Demonstrates good understanding of subject matter through use of a minimum of one example/illustration;	29 to 38 points Demonstrates deep understanding of subject matter through use of at least two examples or illustrations;
Analysis of materials	0 to 9 points Analysis is superficial and unorganized (does not use headings and lacks a solid Introduction, Discussion/Analysis, and Conclusion); with little or no attempt to relate materials to each other and work environment or personal experiences;	10 to 19 points Analysis is apparent and organized (uses at least one level of headings with an attempt at an Introduction, Discussion/Analysis, and Conclusion);,but may be presented as summaries, some attempt is made to relate materials to each other and work environment or personal experiences;	20 to 25 points Analysis is comprehensive, in-depth, and organized (uses at least two levels of headings with solid Introduction, Discussion/Analysis, and Conclusion); considerable attempt is made to relate materials to each other and work environment or personal experiences;
Mechanics	0 to 14 points Many errors in spelling, grammar, APA, and/or punctuation are found and they interfere with or distract from understanding the paper	15 to 28 points Some errors of spelling, grammar, APA, and/or punctuation are present but they do not interfere with meaning	29 to 36 points Few or no errors in spelling, grammar, punctuation, APA, etc.

Rubric for Activity Three

Rationale: The purpose of this rubric is to provide a tool to help students understand the desired performance to achieve the assignment goals and to clearly present an understanding and analysis of the materials, relating concepts to work environments and personal experiences. It is designed to prompt critical thought and in-depth analysis.

Total points available = 150

The activity paper and analysis rubric follows:

Completed Assignment Requirements	0 to 14 points Completed few required parts of the assignment;	15 to 28 points Completed required parts of the assignment, but may lack detail;	29 to 38 points Completed required parts of assignment, and included several relevant details;
Rationale/ Understanding of materials and use of examples	0 to 14 points Demonstrates little understanding of subject matter; paper is void of examples/illustrations;	15 to 28 points Demonstrates good understanding of subject matter through use of a minimum of one example/illustration;	29 to 38 points Demonstrates deep understanding of subject matter through use of at least two examples or illustrations;
Analysis of materials	0 to 9 points Analysis is superficial and unorganized (does not use headings and lacks a solid Introduction, Discussion/Analysis, and Conclusion); with little or no attempt to relate materials to each other and work environment or personal experiences;	10 to 19 points Analysis is apparent and organized (uses at least one level of headings with an attempt at an Introduction, Discussion/Analysis, and Conclusion);,but may be presented as summaries, some attempt is made to relate materials to each other and work environment or personal experiences;	20 to 25 points Analysis is comprehensive, in-depth, and organized (uses at least two levels of headings with solid Introduction, Discussion/Analysis, and Conclusion); considerable attempt is made to relate materials to each other and work environment or personal experiences;
Mechanics	0 to 14 points Many errors in spelling, grammar, APA, and/or punctuation are found and they interfere with or distract from understanding the paper	15 to 28 points Some errors of spelling, grammar, APA, and/or punctuation are present but they do not interfere with meaning	29 to 36 points Few or no errors in spelling, grammar, punctuation, APA, etc.

Rubric for Activity Four

Rationale: The purpose of this rubric is to provide a tool to help students understand the desired performance to achieve the assignment goals and to clearly present an understanding and analysis of the materials, relating concepts to work environments and personal experiences. It is designed to prompt critical thought and in-depth analysis.

Total points available = 200

The activity paper and analysis rubric follows:

Completed Assignment Requirements	0 to 18 points Completed few required parts of the assignment;	19 to 38 points Completed required parts of the assignment, but may lack detail;	39 to 50 points Completed required parts of assignment, and included several relevant details;
Rationale/ Understanding of materials and use of examples	0 to 18 points Demonstrates little understanding of subject matter; paper is void of examples/illustrations;	19 to 38 points Demonstrates good understanding of subject matter through use of a minimum of one example/illustration;	39 to 50 points Demonstrates deep understanding of subject matter through use of at least two examples or illustrations;
Analysis of materials	0 to 9 points Analysis is superficial and unorganized (does not use headings and lacks a solid Introduction, Discussion/Analysis, and Conclusion); with little or no attempt to relate materials to each other and work environment or personal experiences;	10 to 19 points Analysis is apparent and organized (uses at least one level of headings with an attempt at an Introduction, Discussion/Analysis, and Conclusion);,but may be presented as summaries, some attempt is made to relate materials to each other and work environment or personal experiences;	20 to 25 points Analysis is comprehensive, in-depth, and organized (uses at least two levels of headings with solid Introduction, Discussion/Analysis, and Conclusion); considerable attempt is made to relate materials to each other and work environment or personal experiences;
Mechanics	0 to 18 points Many errors in spelling, grammar, APA, and/or punctuation are found and they interfere with or distract from understanding the paper	19 to 38 points Some errors of spelling, grammar, APA, and/or punctuation are present but they do not interfere with meaning	39 to 50 points Few or no errors in spelling, grammar, punctuation, APA, etc.

Rubric for Activity Five

Rationale: The purpose of this rubric is to provide a tool to help students understand the desired performance to achieve the assignment goals and to clearly present an understanding and analysis of the materials, relating concepts to work environments and personal experiences. It is designed to prompt critical thought and in-depth analysis.

Total points available = 300

The activity paper and analysis rubric follows:

Completed Assignment Requirements	0 to 28 points Completed few required parts of the assignment;	29 to 56 points Completed required parts of the assignment, but may lack detail;	57 to 76 points Completed required parts of assignment, and included several relevant details;
Rationale/ Understanding of materials and use of examples	0 to 28 points Demonstrates little understanding of subject matter; paper is void of examples/illustrations;	29 to 56 points Demonstrates good understanding of subject matter through use of a minimum of one example/illustration;	57 to 76 points Demonstrates deep understanding of subject matter through use of at least two examples or illustrations;
Analysis of materials	0 to 28 points Analysis is superficial and unorganized with little or no attempt to relate materials to each other and work environment or personal experiences;	29 to 56 points Analysis is apparent and organized, but may be presented as summaries, some attempt is made to relate materials to each other and work environment or personal experiences;	57 to 76 points Analysis is comprehensive, in-depth, and organized; considerable attempt is made to relate materials to each other and work environment or personal experiences;
Mechanics	0 to 28 points Many errors in spelling, grammar, APA, and/or punctuation are found and they interfere with or distract from understanding the paper	29 to 56 points Some errors of spelling, grammar, APA, and/or punctuation are present but they do not interfere with meaning	57 to 72 points Few or no errors in spelling, grammar, punctuation, APA, etc.

Welcome to **AEP 826**, THE GOOD TEACHER: ETHICAL CHOICES AND DECISIONS!

I am delighted that you have chosen to participate in this RTG & Associates sponsored academic program. My name is Dr. Donna Rice and I am pleased to be your instructor of record. I recently retired from a 30-year career in civil service and have now formed my own consulting business. My last duty assignment involved the management of a middle school leadership pilot, which is now totally district supported and in full swing as the National Middle School Cadet Corps (NMSCC). I have been a middle school teacher, an Army Education Center guidance counselor and director in Europe, and the Chief of Education, Training, and Operations for Army JROTC. I received my BS in Secondary Education from the University of Georgia in Athens, GA (Go DAWGS!!!), my MS in Counseling from Troy University, and my Ph.D. in Education from Capella University. I am very excited you have taken this step to further your education.

If you are submitting a course paper for grading (*please read the academic syllabus associated with your course, and follow its instructions*) you will find the APA sample paper [here](#) and course rubrics (*go to pages 14 – 18 of this document*) helpful in organizing and submitting your assignments.

The Army JROTC led the effort to commission experts in the fields of sexual misconduct, as well as interactive video productions, to create the initial distance-learning class, “The Good Teacher.” All service education chiefs collaborated in reviewing the production for appropriateness for educators who work closely with middle and high school students. The class objective is to recognize how inappropriate relationships develop, the slippery slope from one bad decision to another, and how the combination of “famine of the soul” and other factors create a fertile environment that can cloud judgment and lead to tragic consequences. RTG, in collaboration with FHSU, created a course that not only includes this production, but also incorporates the work of two additional renowned experts greatly expanding the initiative to include how to recognize Cybertraps and sexual predators.

A final note from RTG and Associates: Contact our home office for any follow-on administrative guidance or process support by emailing your inquiry to your RTG Mentor.

For **academic questions** and **academic support** please follow all directions in your course syllabus for the specific topic. Dr. Rice is your accountable POC for submission of your final course paper(s). drdonnausa@gmail.com.

In the Webinar/Seminar 2, [Making the Right Choices](#), do not hesitate to contact that supporting entity with any difficulties you have on their web site by following guidance provided on their portion of the course. Your ultimate requirement is to receive their certificate of completion for that portion of the course, and then submitting that documentation along with your final paper to Dr. Donna Rice for your academic grade.

DISCUSSION QUESTIONS:Course Questions:

1. What can administration do to foster an environment where improper relationships are less likely to occur?
2. What are the possible cues or warning red flags that would cause you to intervene to protect a colleague or a student from a potential inappropriate relationship between a teacher and a student?
3. How does the use of social media and digital devices lead to boundary violations?
4. What are possible risk factors from a teacher's personal history that might compel him/her to try to rescue students?
5. What are some events that might be currently happening in a teacher's life (in the present) that might make him/her more vulnerable to inappropriate relationships with students?
6. What are the possible risk factors from a student's personal life that might result in that student seeking an inappropriate relationship with a teacher?
7. What are some preventative steps that will allow you to keep your balance in your role as a teacher?
8. How does being dedicated exclusively in your life to your role as a teacher expose you to becoming overly involved with a student?
9. Can a teacher be over dedicated?
10. What are the dangers or benefits of feeling a particular connection to one student?
11. What are possible actions that a teacher might use to mask from others an inappropriate relationship with a student?
12. How does a teacher justify to himself/herself the gradual decisions that lead to an inappropriate relationship with others?
13. What are possible signs that a teacher's relationship is progressing down the slippery slope?
14. How do you respond to a colleague who you feel might be in jeopardy?
15. When is it appropriate to go to a colleague about concerns? When is it no longer appropriate to go to a colleague about concerns, but rather instead directly fulfill your mandatory reporting duties so a student is not placed at further risk?
16. What are some of the possible effects for a student (male or female) that arise from an inappropriate relationship with a teacher?
17. What are some of the possible consequences to the teacher for being in an inappropriate relationship with a student?

18. What are some possible requests (either implicit or explicit) that either a parent or student may make of a teacher that will lead to a relationship that will end badly.
19. Describe the gradual steps that may eventually lead to a teacher becoming overly involved with a student that jeopardizing his/her career?
20. In order to be more fully aware of those vulnerabilities that you may possess, please answer the following:
 - a) If you were single and dating, what aspects of your background would cause a person to wonder whether or not they should be in a relationship with you?
 - b) What experiences have you had in your life that, if questioned by an attorney, might lead a jury to believe that your judgment may at times be clouded?
21. What do you need to recognize within yourself, based on your life history, which may result in feeling a unique connection with a student?
22. If a teacher has become consumed with the needs of a particular student because of his prior life experiences, how can that teacher step back and not act on those impulses?
23. In order to be more fully aware of your strengths in establishing boundaries, what experiences have you had in your life that will help you navigate the emotional needs of your students?
24. How does the relationship between a teacher and his/her colleagues change when a teacher becomes overly involved with his students?
25. What strategies can you apply to avoid missteps in your relationship with students?
26. When you find yourself concerned or confused about a relationship with a student, how should you go about making a correction?
27. What resources are available to assist you in making those corrections?
28. Out of a classroom of students, what would single out one particular student to be more at risk for an inappropriate relationship?
29. List possible signs that a teacher may have lost the ability to keep the appropriate emotional and professional separation between himself/herself and a student.
30. What are the signs that your desire to “rescue” a student may lead to disaster?
31. What are some societal myths, or implicit expectations of teachers, that make it easier for a teacher to justify having an inappropriate relationship with a student?
32. What is the difference between an opportunistic offender or a pre-meditated offender in terms of the progression and development of an improper relationship?