

**CAMPBELLSVILLE UNIVERSITY**

**COURSE SYLLABUS**

PLEASE TYPE. DATE\_\_\_\_\_\_09/13/2016\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ACADEMIC UNIT\_\_\_\_\_\_\_SCHOOL OF EDUCATION\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ FACULTY\_\_Billy H. Stout\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Discipline | Course#  Section | Title of Course | Credit Hours | Cross Reference  (if applicable) |
| Special  Education | ED 703 | Ethics and School  Governance | 3 |  |

TEXTBOOK [ X ] Required [ ] Not Required

Author\_\_David L. Stader \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title\_ \_Law and Ethics In Educational Leadership\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Publisher\_Pearson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Publication\_\_2013\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PLEASE ANSWER THE FOLLOWING QUESTIONS ON A SEPARATE SHEET OF PAPER AND ATTACH TO THIS FORM.

1. DESCRIPTION OF COURSE: Develop a brief description of the course as it will appear in the Catalog.
2. COURSE OBJECTIVES: List the objectives of the course, both general and specific. Please relate these objectives

to the mission and goals of the University and the Academic Unit.

1. COURSE OUTLINE: Outline the topics/units that are to be taught.
2. EVALUATION: How do you plan to determine the grade in the course. Please include grading scale.
3. REQUIREMENTS
   1. Examinations: State when tests are to be administered, including unit, mid-term, and final examinations.
   2. Reports: How many, length required, and what type (Oral, term and/or research, book critiques).
   3. Supplemental reading assignments or outside work required.
   4. Supplemental instruction aids: Audio visual aids, field trips, guest speakers, etc.
4. BOOKLIST

DEAN Beverly Ennis Date Copy Received\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

VICE PRESIDENT FOR ACADEMIC AFFAIRS Date Copy Received\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

FORM FH-E.2.7A Page 1 of 1

**CAMPBELLSVILLE UNIVERSITY**

**SCHOOL OF EDUCATION**

**ED 703-01**

**ETHICS AND SCHOOL GOVERNANCE**

**Professor:** Dr. Billy H. Stout

**Email:** bhstout@campbellsville.edu

**Phone:** 270-789-5408

Cell: 502-354-1332

Credits: 3 Hours

Classroom: Online

Chat Time: Monday 6:00 – 7:15 PM EST

GraduateTerm 4 (January 17, 2017 – March 11, 2017)

Virtual Office Hours:

The professor can be reached by phone or e-mail.

Campus Security Numbers: Office (270-789-5555, Cell 270-403-3611)

***Empowerment for Learning***

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**COURSE DESCRIPTION:** *This course is designed to examine the legal framework of public education in the United States and court decisions affecting Kentucky schools. In this course, practicing educators will gain knowledge about legal issues that will help them in effectively performing professional duties within the boundaries of constitutional, statutory and case law. Emphasis will be placed on school-based decision making regulations, interpretations, and applications.*

**CREDIT: 3 hours**

**REQUIRED TEXT:**

Stader, D.L. (2013) (2nd Edition). Law and ethics in educational leadership. Upper Saddle

River New Jersey: Pearson Education, Inc.

**COURSE OBJECTIVES WITH STUDENT LEARNING OUTCOMES AND TOPICS**

**Objectives:**

1. Develop an understanding of the legal structures and judicial systems at local, state and national levels and understand the unique feature of federalism in our government structure.
2. Develop an understanding of the legal structure of Kentucky public schools and how they are provided for under the state Constitution and statutes.
3. Acquire a basic understanding of legal terminology as used in court decisions in order to apply to public education
4. Become familiar with the landmark decisions of the United States Supreme Court and the impact of these decisions on schools.
5. Develop an understanding of school-based decision making statues and regulations.
6. Determine when to consult legal counsel.
7. Understand ethical considerations involved in making sound and legally defensible decisions that affect students and educators.

**Topics:**

1. Historical perspectives of governance of public schools.
2. Church and state.
3. School attendance.
4. Student rights (speech, privacy, Buckley Amendment, search of students and lockers, dress and uniforms, corporal punishment, due process, suspension, expulsion, disabilities, extracurricular activities, drug testing).
5. Defamation and student records.
6. Torts.
7. Teacher rights (dismissal; academic freedom, political activities, employment discrimination, due process).
8. Code of Ethics.
9. Teacher certification (including non-renewal, revocation).
10. Desegregation of public schools.
11. Special education (Individuals with Disabilities Education Act).
12. School property and buildings.
13. School choice.
14. School-based decision (SBDM) making laws and regulations.
15. Site-based SBDM policies.
16. Educator and school district liability.

**Mission Statements/Vision**

The Campbellsville University Mission Focus on Scholarship, Excellence and Christian Servant

Leadership.

The Teacher Education Vision aims for individuals to be empowered to attain goals and impact others through Christian servant leadership. The School of Education Mission seeks to provide an academic infrastructure based on scholarship, service and Christian leadership, candidates who are competent and qualified, and who demonstrate:

Knowledge Skills

Caring Dispositions, including respect for diversity

Commitment to life-long learning in a global society

Characteristics of servant leadership

The objectives of this course align with the mission of the university and the School of Education. Students are involved in an action research study that demonstrates all of these characteristics.

**Methods of Instruction**

The instructional methods will include:

1. Online learning lessons.
2. Individual consultation with instructor.
3. Online discussion groups

**Purpose of Course**

The purpose of the course is for students to learn the legal terms of public school law; court case decision and ethics that govern the operations of a school district.

**PROFESSIONAL STANDARDS addressed in this course:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Aligned with**  **Assessment**  **(point values)** | **Kentucky**  **Teacher**  **Standards**  **(KTS or IECE)** | **KTS Diversity Indicators** | **InTASC** | **ILA Standards** | **Technology**  **(Yes or No)** | **Interstate School Leadership**  **Consortium Standards**  **(ISLLC)** | **TSSA** | **CAEP** |
| Exams  325 pts  Obj: 1,2,3,4,5,7 | KTS  3.3  6.4 | 1.2  5.4  6.3 | 4 | 3,4,5 | Yes | 1,2,3,5,6 | 1, 2, 3, 4, 5, 6 | A1 |
| Discussion Forums  70 pts  Obj: 1-7 | KTS  3.3  6.4  8.1 | 1.2  5.4  6.3 | 4 | 3,4,5 | Yes | 1,2,3,5,6 | 3,4 | A1 |
| Reading Assignments  Obj: 1-7 | KTS  3.3  6.4 | 1.2 | 4 | 1,5 | No | 1,2,5,6 | 1, 2, 3, 4, 5, 6 | A1 |
| PowerPoint Presentation  100 pts  Obj: 1-7 | KTS  3.3  6.4  10.1 | 2.2, 2.4, 3.3, 4.2, 5.4, 6.3 | 1-10 | 1,3,4,5,6 | Yes | 2,3,5,6 | 1, 2, 3, 4, 5, 6 | A1, A4 |
| Law Cases  320 pts  Obj: 1-7 | KTS  3.3  6.4 | 2.4  3.3  5.4 | 1,4,6,9 | 1, 3 | Yes | 1,2,5,6 | 3, 4, 5 | A1 |
| Activities  60 pts  Obj: 1-7 | KTS  3.3  6.4 | 2.4  3.3  5.4 | 1,4,5,6,7,9 | 1,3,5,6 | Yes | 1,2,5,6 | 3, 4, 5 | A1, A4, A5 |
| Clinical/Field Hours  100 pts  Obj: 1, 5 | KTS  3.3  6.4  8.1  10.1 | 2.2  2.4  3.3  5.4 | 1-8 | 2-5 | Yes | 1,2,3,5,6 | 2, 3,4 | A1 |
| Class attendance/ Participation  80 pts  Obj: 1-7 | KTS  3.3  6.4  8.1  10.1 |  | 1-3 |  | Yes | 1,3,5,6 | 3,4 |  |

**Kentucky Common Core Standards and College Readiness Standards**

Students will use the Common Core State Standards in designing learning goals/objectives and assessments.

**Kentucky Teacher Standards (KTS)**

**(advanced-level performance)**

KTS 3.3 Values and supports student diversity and addresses individual needs.

KTS 6.4 Uses available technology to assess and communicate student learning.

KTS 8.1 Identifies students whose learning could be enhanced by collaboration.

KTS 10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.

**CU Diversity Proficiencies (from KTS)**

KTS 1.2 Connects content to life experiences of student

KTS 2.2 Uses contextual data to design instruction relevant to students

KTS 2.4 Plans instructional strategies & activities that address learning objectives for all students

KTS 3.3 Values and supports student diversity and addresses individual needs

KTS 4.2 Implement instruction based on diverse student need & assessment data

KTS 5.4 Describes, analyzes & evaluates student performance data to determine progress of individuals and identify differences in progress among student groups

KTS 6.3 Integrates student use of available technology into instruction to enhance learning outcomes and meet diverse student needs.

KTS 8.1 Identifies students whose learning could be enhanced by collaboration

**Interstate Teacher Assessment and Support Consortium (InTASC)**

InTASC 1 Learner Development

InTASC 2 Learner Differences

InTASC 3 Learning Environments

InTASC 4 Content Knowledge

InTASC 5 Application of Content

InTASC 6 Assessment

InTASC 7 Planning for Instruction

InTASC 8 Instructional Strategies

InTASC 9 Professional Learning and Ethical Practice InTASC

InTASC 10 Leadership and Collaboration

**International Literacy Association (ILA)**

Standard 1 Foundational Knowledge

Standard 2 Curriculum and Instruction

Standard 3 Assessment and Evaluation

Standard 4 Diversity

Standard 5 Literate Environment

Standard 6 Professional Learning and Leadership

**Council for Accreditation of Educator Programs (CAEP)**

Standard 1 Content and Pedagogical Knowledge

Standard 2 Clinical Partnerships and Practice

Standard 3 Candidate Quality, Recruitment, and Selectivity

Standard 4 Program Impact

Standard 5 Provider Quality Assurance and Continuous Improvement

**Interstate School Leadership Licensure Consortium Standards (ISLLC)**

ISLLC Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

ISLLC Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conductive to student learning and staff professional growth.

ISLLC Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

ISLLC Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

ISLLC Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

ISLLC Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal and cultural context.

**EVALUATION Process and Expectations:**

**Class Attendance and Participation (KTS 6, 7, 8, 9) (InTASC 1,2,3) (ISLLC 1,3,5,6)**

Class attendance will be checked. Two unexcused absences (at instructors discretion) results in an automatic “F” for the course. Students will be graded on their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class. Students must contribute to all class discussions. Students must contact the professor by phone in advance if they will be absent. Each of the 8 class/chat sessions will represent 10 total points. Attendance and participation in all of the scheduled chats will result in a total of 80 points earned for this assignment.

A five (5) point reduction per calendar day in the score received will be given for each day an assignment is late. A cover page is required for all assignments with the exclusion of the discussion forms. The cover page will include the name of the assignment, student name, ED 703 and date. If an assignment does not contain a cover page, a five (5) point deduction in the score will be received.

**Clinical/Field Hours (KTS 1,2,3,4,5,7,8,10) (Diversity 2.2, 2.4, 3.3, 5.4) (InTASC 1 -8) (ILA 2 – 5) (ISLLC 1,2,3,5,6) (CAEP A1)(tssa1-9)**

Students will participate in **six (6) hours** of field experience (Three hours: Review school-based Decision Making Council (SBDM) Policy and Procedure Handbook or Review School Board Policies. Write a two (2) page reflection. Three hours: Meet with the principal/Superintendent to discuss any policy/procedures that deal specifically with diverse sub-populations. Write a two (2) page reflection). See the field hours form located on the University web page. Logs must be kept of the field experience. The original must be sent to the Special Education Program Office and a copy sent to the professor.

**KFETS – Field Tracking System**

**Kentucky Field Experience Tracking System (KFETS)**

KFETS is a tracking system for field hours set by the KY Education Professional Standards Board. Students will complete the current paper forms as in the past; 2014-2015 forms are located on the SOE web page [www.campbellsville.edu/mase](http://www.campbellsville.edu/mase). In addition students will now log in to their EPSB account and log in their field hours; by course, by hour, by district, by principal/superintendent. The link for EPSB is [www.epsb.ky.gov](http://www.epsb.ky.gov). I have already created the required information for all MASE courses in KFETS so nothing is required of you at this time. You will need to ask your students to complete this task before the end of each 8 – week session. To help the students, there is a tutorial on the EPSB site. As always, please encourage your students to call this office for help.

**Clinical/Field Hours: 6** hours (minimum)

Clinical hours must be entered into the Kentucky Field Experience Tracking System (KFETS) prior to the due date set by the course instructor.

Candidates teaching on a Temporary Provisional Certificate will not be asked to complete the required 6 hours, nor to enter the hours in KFETS. However, candidates will complete clinical hours tied to specific course assessments/assignment; but may not be required to complete the total hours set for the course. Also, candidates will be allowed to complete clinical experiences in their own classroom if teaching on a Temporary Provisional Certificate. A candidate teaching in a long term substitute teaching position will be required to complete all clinical hours set for the course.

**Assignments (Note: All Assignments are to be posted)**

**Discussion Forums: (KTS 6,7,8,9) (Diversity 1.2, 5.4, 6.3) (InTASC 4) (ILA 3,4,5) ( ISLLC 1,2,3,5,6) (CAEP A1) Students will answer the discussion questions as posted in the weekly lessons and respond to two peers.**

***Text Exams: (KTS 1,2,5,6) (Diversity 1.2, 5.4, 6.3) (InTASC 4) (ILA 3,4,5) (ISLLC 1,2,3,5,6) (CAEP A1) Students will take exams from the weekly required readings. The exams will consist of five (5) questions per chapter.***

***Reading Assignments: (KTS 1,2,3,4,5) (Diversity 1.2) (InTASC 4) (ILA 1,5) (ISLLC 1,2,5,6) (CAEP A1, A4) Required reading assignments are posted in the weekly chat session.***

***PowerPoint Presentation: (KTS 1-7) (Diversity 2.2, 2.4, 3.3, 4.2, 5.4, 6.3) (InTASC 1-10) (ILA 1,3,4,5,6) (ISLLC 2,3,5,6) (CAEP A1, A4) Students will lead their classmates in a discussion of an assigned chapter(s) of the text utilizing power point slides.***

***Law Cases: (KTS 2,4,5,9) (Diversity 2.4, 3.3, 5.4) (InTASC 1,4,6,9) (ILA 1,3) (ISLLC 1,2,5,6) (CAEP A1) Students will brief each law case as posted.***

***Activities: (KTS 1,2,4,5,6) (Diversity 2.4, 3.3, 5.4) (InTASC 1,4,5,6,7,9) (ILA 1,3,5,6) (ISLLC 1,2,5,6) (CAEP A1, A4, A5) Students will complete activities as posted by the professor.***

***Grading System: Points***

***Class Participation (8 x 10 points) 80***

***PowerPoint Presentation 100***

***Law Cases (16 x 20 points) 320***

***Activities (4 x 15 points) 60***

***Discussion Questions (7 x 10 points) 70***

***Text Exams (65 questions x 5 points each) 325***

***Field Summary/Reflections 100***

***Total 1055***

***Course Grading Scale***

***93 – 100% = A***

***86 – 92% = B***

***79 - 85% = C***

***72 – 78% = D***

***Below 72 = F***

**RUBRICS:**

**Rubric for Class Participation (KTS 1, 5.2, 6, 7, 9,** **KTS Diversity Standards** **1.2, 3.3, 5.4, InTASC 1, 7, 9, ILA 1,6, CEC 1, 3, 4, 5, 6, CAEP 1,4, TSSA 2, 3, 4, Professional Standards for Educators 4, 6 )**

|  |  |  |  |
| --- | --- | --- | --- |
| **Exemplary 100%** | **Accomplished 94%** | **Developing 86%** | **Ineffective 77%** |
| * Present for all classes with exception of emergencies. * Logs in on time and attends throughout period * Participates 4-5 times during discussions * Contributes thoughtful remarks and questions * Comments extend the interactions between candidates * All Discussion Forums completed before class starts weekly | * Present for most classes (missing 1 class) * Reviewed at least the agenda and broad topics prior to class as evidenced in discussion responses. * Some contributions to discussion * All Discussion Forums completed | * Present for class but no advance preparation as evidenced in discussion responses * Superficial responses in class or on discussion boards   5-7 Discussion Forums completed | * Absent from class without any communication to professor * Comments and postings minimal or absent   1-4 Discussion Forums Completed |

|  |  |  |  |
| --- | --- | --- | --- |
| **78 and below** | **79-85** | **86-92** | **93-100** |
| The assignment does not follow directions or is completely wrong. Grammatical errors interfere with the meaning of the writing. There is no organization. | Some of the directions are followed. The assignment may not be well organized and may contain some grammatical errors. Some of the content required for the assignment is addressed. | Most directions are followed. Assignment meets length requirements. Assignment is well organized but may have errors in grammar. Most content required for the assignment is addressed. | All Directions are followed.  Assignment meets length requirement. Assignment is well organized and does not contain any grammatical errors.  All content required for assignment is addressed. |

**RUBRIC FOR ALL ASSIGNMENTS**

***Incomplete Policy***

***In accordance with Special Education Program policies at Campbellsville University, candidates failing to complete requirements within the timeframe of a course, with justifiable cause may make application for an Incomplete from the professor by submitting an Application for an Incomplete form. This form can be obtained by assessing the University web site at*** [***www.campbellsville.edu***](http://www.campbellsville.edu)***/mase. It is the candidate’s responsibility to apply two (2) days prior to the last class meeting and make arrangements with the professor in order to receive an “I”.***

***If approved by the professor, coursework and other requirements to change the “I” grade must be completed by the designated time and no longer than 8 weeks following the date the form is submitted. If by the end of the designated time, the requirements have not been met, the professor will change the “I” to an “F”.***

***Campbellsville University’s Online Course Attendance Policy:***

Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact with the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact with the student would fail the course and a WA would be recorded.

**Plagiarism Policy**

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog)

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**Technical Support and Assistance**

Students are required to have a computer, e-mail and Internet access to e-mail in this course. This course is delivered via online instruction. All materials with the exclusion of the textbook are delivered via the Internet.

**Disability Statement**: Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about service.

**Title IX**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office of Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University’s Title IX Coordinator.

Title IX Coordinator

Terry VanMeter

1 University Drive

UPO Box 944

Administrative Office 8A

Phone – 270-789-5016

Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu)

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX

**REFERENCES**

Ehrlich, S., Buckley, K., Midouhas, E., and Brodesky, A. (2008). Performance patterns for

students with disabilities in grade 4 mathematics education in Massachusetts (*Issues &*

*Answers Report*, REL 2008–No. 051). Washington, D.C.: U.S. Department of Education,

Institute of Education Sciences, National Center for Education Evaluation and Regional

Assistance, Regional  Educational Laboratory Northeast and Islands. Retrieved on

December 9, 2008, from <http://ies.ed.gov/ncee/edlabs>.

Hoy, W. (2012*). School characteristics that make a difference for the achievement of all*

*students: A 40-year odyssey*. Journal of Educational Admnistration, 50( 1) , 76 - 9 7.

U.S. Department of Education. (2007a). Office of Special Education and Rehabilitative Services,

Office of Special Education Programs, 27th annual (2005) report to congress on the

implementation of the Individuals with Disabilities Education Act, vol. 1, Washington D.C.:

U.S. Department of Education.

US. Department of Education (2008), Office of Special Education Programs, Data Analysis

System, Table B-5A. Washington D.C.: U.S. Department of Education. See definition

embedded within spreadsheet. Retrieved on July, 2008,

from <https://www.ideadata.org/index.html>.

Because of the changing nature of law education the following journals are recommended

sources of reference for supplemental reading and research

U.S. Department of Education (2008), Office of Special Education Programs, Data Analysis

System, Table B-5A. Washington D.C.: U.S. Department of Education. See definition

embedded within spreadsheet. Retrieved on July, 2008,

from <https://www.ideadata.org/index.html>.

**STUDENTS WILL ALSO ACCESS:**

*American Law Reports*

*Lexis/Nexis Database*

*West’s Education Law Reporter*

*Journal of Law and Education*

*United States Law Weekly*

*Westlaw Database*