



I. Course Description

EDLE 5015: Legal, Ethical, and Regulatory Issues. 3 cr. A core class in Educational Leadership preparation, focus is on local, state, and federal statutory, constitutional, and case laws, rulings, and opinions affecting education, as well as the legal and ethical responsibilities of school personnel, and application of provisions for special students.

II. Rationale

The ULM Interactive Learning Model to Prepare Learning Facilitators provides the framework supporting the professional programs of the School of Education. Content related to the framework permeates the course and is evident in the course objectives. This Professional Studies course addresses standards of the *Educational Leadership Constituent Council (ELCC)* as well as Common Core State Standards.;

III. Course Objectives, Outcomes, and Standards

Objectives: This course is designed to enable candidates to:	PEIEL	ELCC	Assessment Strategies (see section VIII below)	CAEP	InTASC
1. Demonstrate knowledge of national and state standards adopted by various content areas;	2	2.2	A1; B1; B2	1.3, 1.4	4
2. Demonstrate knowledge of research-based instructional methods, learning theories, and appropriate classroom assessment;	2, 3	2.1; 3.5	A3; B1; B2	1.5	1, 5
3. Understand and promote the importance of diversity;	5	4.2; 5.3; 5.5	A1; A3	3.1	2
4. Communicate a focused, collaborative vision for both school improvement and individual professional growth;	1	1.1	A3; B3	1.2, 3.1	3
5. Identify and practice roles in instructional leadership and facilitation to accomplish goals and objectives within the collaborative vision;	1, 4	1.1; 4.1	A3; B3	3.4, 4.1	7, 10
6. Apply motivational theories that promote a positive school climate, enhanced student and staff morale, and continuous school improvement;	1	1.3	A3; B3	1.5	8
7. Demonstrate an understanding of strategies to encourage student motivation and work	4	4.1; 4.4	A1; B2; B3	1.2	9

with parents to improve motivation of all learners; and					
8. Demonstrate the ability to develop and evaluate curricula and materials.	2	2.2	A1	1.3, 3.4	6

Note: PEIEL = Performance Expectations and Indicators for Educational Leaders
 ELCC = Educational Leadership Constituent Council
 CAEP = Council for the Accreditation of Educator Preparation
 InTASK = Interstate Teacher Assessment and Support Consortium

IV. Primary Empirical Base

The primary empirical base for this course is:

- Alexander, K. & Alexander M. D. (2012). *American Public School Law* (8th ed.). Wadsworth, Cengage Learning.
- McCarthy, M.M., Cambron-McCabe, N.H., & Eckes, S.E. (2014). *Public School Law* (7th ed.). Boston: Pearson.
- Essex, N.L. (2016). *School Law and the Public Schools: A Practical Guide for Educational Leaders*. Boston: Pearson
- McCarthy, M.M., Cambron-McCabe, N. H. & Thomas, S. B. (2004). *Legal Rights of Teachers and Students*. Boston: Pearson.

V. Resources and Materials

The textbook adopted for this course is:

McCarthy, M.M., Eckes, S.E., Decker, J.R. (2019). *Legal Rights of School Leaders, Teachers, and Students* (8th ed.). Boston: Pearson. ISBN: 0-13-499753-7

Additional required resources include:

- A LiveText account for students in the educational leadership program. You will find more information regarding LiveText in section IX below.
- Mozilla Firefox or Google Chrome as an Internet Browser. Our Moodle classroom works best when you use Mozilla Firefox or Google Chrome. If you have problems with Moodle this is often the cause.
- A current [*Publication Manual of the American Psychological Association*](#), Washington D.C.: American Psychological Association. (i.e. APA style manual).

VI. Course Topics

The major topics to be considered are: (A.) Legal Framework; (B.) Separation of Church and State; (C.) Student Issues; (D.) Employee Issues; (E.) Tort Liabilities; and (F.) Educational Ethics.

VII. Instructional Methods and Activities

Graduate students are expected to maintain an average of 80% on all work.

- Traditional Experiences: 1. Lecture/discussion; 2. Case reviews; 3. Student presentations; 4. Homework assignments
- Clinical/Field Experiences: 1. Research; 2. Article analysis; 3. Simulations/case studies; 4. School data analysis/ Field research.

VIII. Course Evaluation and Assessment

- A. Traditional Assessments: 1. Homework assignments; 2. Article reviews; 3. Case studies.
- B. Performance Assessment: 1. Participation in class activities; 2. Assessment of research activities; 3. Signature assessment.

- a. Grading Scale: 100 - 90 = A; 89-80 = B; 79-70 = C; 66- 69 = D*; F = 65* or ↓
**The candidate will maintain an average of 80% or better for all courses. Failure to do so may result in removal from the program*
- b. Assignment Breakdown:

Ethics Essay*	20%
Discussion Forums	40%
Signature Assessment**	40%

*This also serves as part of your Signature Assessment that is uploaded to LiveText

** Failure to submit or to meet expectations will result in an incomplete in the course.

General Module Assignments

Prepare for each module by completing the required textbook readings as well as any “Moodle Books” supplied. Download, read and keep for reference any supplementary materials provided. Complete any written requirements. Complete the Module Quiz for each block of instruction.

Forums (Participation)

Prepare for each by Discussion Forum by thoughtfully reading the Forum scenario, analyzing the issues, researching previous similar rulings from your textbook presentations and/or on-line research. Make an original posting to each forum by Tuesday night (2359).The remainder of the week you should make at least two (2) other responses to others’ posts or in follow up to yours. Your forum postings, as well as your responses to other students, are the majority of the grade for this course (40%). If you are not keeping up with readings, it will be evident in your responses in the discussion forums. These grades are time sensitive and are not allowed to be made up past missed deadlines.

Forum discussions are monitored and evaluated by the instructor: Each student is required to post an original response in the appropriate forum. Forum discussion grades will be reduced if a student posts initial original post to the modules just prior to the deadline dates. Doing so prevents others from making meaningful responses to your posting. Keep in mind it is important to include substantive comments in the discussions. Quality as well as quantity is important. Students who post frequently but convey little substance from course materials can expect to get a lower grade for discussions than those who post substantive responses. Cite specific court cases to support your position whenever possible.. Learning to properly cite empirical evidence while infusing one’s own reflections and assertions is a critical aspect of becoming an academic while developing technical writing skills.

Students are required to monitor and respond to the responses posted by other students. Students are NOT required to monitor and respond to any responses that other students post after the forum deadline. Students are expected to use courtesy and tact when posting responses.

Educational Ethics Research Essay

The key assignment for the Educational Ethics module will be to produce an original essay (minimum of two (2), maximum of four (4) pages, double-spaced) according to the APA style manual to the maximum extent possible, in which you develop a position as to whether or not Louisiana educators should have their own Code of Ethics instead of the generic ethics code that applies to all governmental employees. If you take the position that there should be a separate code of ethics, you will also be expected to develop who should administer it and what sanctions could possibly be applied. You will be supplied with several resources for developing your position but you are encouraged to research beyond those. Remember to cite your sources.

Signature Assessment (Uploaded to LiveText)

What is critical reflection? There are many definitions for critical reflection, but it essentially is asking you to not accept a situation (or knowledge, information, etc.) at “face value.” To do this you must look beyond the surface, examine the bigger picture, step back and get a new perspective. Thinking about what causes a situation can give you greater critical depth to understanding. Looking at things more holistically can give you greater critical breadth.

For your signature assessment you are required to build a portfolio of your work consisting of **one** Word or PDF document with the following:

1. Your Ethics paper
2. One comment from each module that contained discussion forums that you consider to be the best example of your analysis of the legal issues. (NOTE: This doesn't mean a comment on every discussion forum, just one comment on a particular forum in that block of instruction).
3. One key legal ruling from a case in each module with your analysis of why that case is important.

Please note that this is not a “cut and paste” exercise. Your signature assessment must have a logical flow and transition from one topic to the next. It is ok to paste rather than re-type but you have to appropriately tie the pieces together with a commentary between each pasted piece. You are allowed, even expected, to add comments to your graded Ethics paper further expanding your thoughts or amplifying your original paper. Just do it by adding comments in the margins.

For your comments from a discussion forum in each module, first copy your comment you consider an exemplar of your work. Then add a paragraph or so as to why you chose this particular comment.

For your significant case from each module, cite your case, summarize the issues and the decision, and then briefly explain why you consider the case significant to the subject of the module. You are not bound specifically to cases mentioned in the module. You can do a little research and pick a case you like. I'm always impressed by that!

IX. Course Schedules and Policies

All policies stated in the current ULM Student Policy Manual & Organizational Handbook should be followed. (See <http://www.ulm.edu/studentpolicy/>)

X. Cheating and Plagiarism Policy

As doctoral students, you are expected to understand and conform to all rules of conduct regarding plagiarism and cheating. Plagiarism, broadly defined, is the appropriation and/or presentation of others' words or ideas as your own without proper attribution. All students are expected to demonstrate academic integrity at all times, and to learn what constitutes plagiarism. You may not recycle any assignments from previous courses, claim others' work as your own, or misuse paraphrasing or direct quoting without properly citing sources according to APA. Remember, ignorance is not a defense if caught plagiarizing others work. Possible penalties range from disciplinary warnings to dismissal from the program and possibly the university. Please avoid potentially serious situations by informing yourself as to how to properly attribute sources. For more information about ULM's policy, please read the ULM Student Handbook at

<http://catalog.ulm.edu/content.php?catoid=21&navoid=2516> and the *APA Style Manual, 6th edition*.

XI. Course Evaluation Policy

Students are expected to complete the online course evaluation.

Students are required to complete all of the following aspects of the course:

1. Access the Course Website & Your Email

This is an online course. You are expected to access the course through Moodle on a daily basis. The software for Moodle tracks your use of the course and documents where and when you were using the website. This allows your professor to monitor your participation through what you have viewed as well as your postings. The address for the course is <http://moodle.ulm.edu>. Additionally, you are expected to check your ULM email daily for any messages the instructor may send you. Your first task in using Moodle is to log on, edit your profile and upload a picture, if you have not already.

2. Writing Style – American Psychological Association

All written assignments must conform to style guidelines set forth in the American Psychological Association Publication Manual, 6th edition. Additionally, assignments must be typed in Microsoft Word using Times New Roman 12 point font, double-spaced, and have standard 1" margins. Handwritten papers or typed papers which do not follow these guidelines will not be accepted.

3. Saving Documents

You must name your documents/files in the following manner:

- Use only lower case letters
- Do not create any spaces within the title of your documents
- Use an underdash/underscore (_) to separate words in your title
- Save documents as assignmentname_lastnamefirstinitial**

Use the file extension (i.e. the last part of the file name that includes ".doc" or ".docx"). Here is an example of a properly named file: midterm_vauxn.doc

4. Assignments and Late Work

You must participate and respond to forums on Moodle. All assignments are due on or before the specified date. You **WILL NOT RECEIVE CREDIT** for any work that you submit after the deadlines unless approved by the instructor prior to the deadline or under extenuating circumstances which can be documented.

Forum discussions are monitored and evaluated by the instructor: Each student is required to post an

original response in the appropriate forum. Forum discussion grades will be reduced if a student posts responses to the modules just prior to the deadline dates. *Students are required to monitor and respond to the responses posted by other students.* Students are NOT required to monitor and respond to any responses that other students post after the forum deadline. Students are expected to use courtesy and tact when posting responses. When appropriate, students are expected to properly cite texts and materials according to APA and avoid plagiarism, always writing at the graduate level.

5. Readings and Videos

The class is conducted with the understanding that students will read the textbook and any other materials provided, as well as view video lectures and other resources, and be prepared to use this information to complete course tasks. Students have the right to ask questions of the instructor and their classmates for clarification.

6. LiveText

Only the signature piece must be uploaded to LiveText in order to receive a final grade for the course. If you do not upload your signature piece to LiveText by the deadline for submission of grades, you will receive an “incomplete” for the course. Your LiveText account can be purchased online at www.livetext.com or through the ULM bookstore. LiveText subscription is **required** by all candidates in all education courses.

HELP FOR LIVETEXT:

LiveText tutorial Website: <http://www.ulm.edu/ci/LiveText.html>

LiveText E-Help Desk: <http://ed2.education.ulm.edu/helpdesk/>

Please consult these resources before approaching me with your question. I am not an expert on LiveText from the student side, so these resources may prove to be more useful.

7. Course Communication

Because this course is administrated completely online, effective and frequent communication is critical. Below you will find all necessary policies and procedures regarding course communications. Please ensure that you read and understand this information thoroughly.

a. Email

The email address that you have designated in Moodle (via Tools: Personal Information: Edit Personal Information – usually username@warhawks.ulm.edu) will be used for all email correspondence. Emails generated outside Moodle will be sent to your ULM Warhawks account. It is your responsibility to check Moodle and your email account daily for information regarding this course.

b. Communication with instructor

Questions related to course content and/or procedures should be submitted to the course instructor. Barring unforeseen emergencies, the instructor will respond within 48 hours, Monday through Friday, to all emails submitted. Feel free to email the instructor to request a face-to-face meeting, or a phone/Skype conversation, at any time.

c. Communications with other students

Students are expected to communicate with each other regarding various modular assignments in the appropriate place. Students are expected to use courtesy and tact when posting responses.

The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Below you will find contact information for important ULM student services:

- * Student Success Center <http://www.ulm.edu.cass/>
- * Counseling Center <http://www.ulm.edu/counselingcenter/>
- * Special Needs <http://www.ulm.edu/studentaffairs/>
- * Library <http://www.ulm.edu/library/referencedesk.html>
- * Computing Center Help Desk <http://www.ulm.edu/computingcenter/helpdesk>

Sexual Discrimination or Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter unlawful sexual harassment or gender-based discrimination, please contact Student Services at 318-342-5230 or to file a complaint, visit www.ulm.edu/titleix.

Special Accommodations for Students with Disabilities:

Current college's policies on serving students with disabilities can be obtained at the ULM website: <http://ulm.edu/counselingcenter/>

If you need accommodation because of a known or suspected disability, you should contact the director for disabled student services at:

Voice phone: 318-342-5220

Fax: 318-342-5228

Walk In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

Mental Wellness on the ULM Campus

If you are having any emotional, behavioral, or social problems, and would like to talk with a caring, concerned professional please call one of the following numbers:

The ULM Counseling Center, 342-5220

The Marriage and Family Therapy Clinic, 342-9797

The Community Counseling Center, 342-1263

The ULM HELPS Project Office, 342-1335

Remember that all services are offered free to students, and all are strictly confidential

Class moves quickly and is based on classmate interaction, so be respectful to all and keep up – respond daily to emails and forums, always ensuring professionalism in correspondence and postings.