INSTRUCTOR AND COURSE INFORMATION

Instructor: Earnest Walker, Ed.D.
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E-Mail: ewalker@cn.edu

OFFICE HOURS
1:00-3:00 pm daily; Others by Appointment—students may contact instructor by phone or e-mail

TEXT(S)
2. Students will need to access information on the Tennessee State Department @ the following web site: www.state.tn.us/education/
3. APA Manual of Style, 5th or later edition.
4. Carson-Newman College Conceptual Framework Document (can be found at: http://www.cn.edu/)

COURSE DESCRIPTION

Education 525 will officially begin on August 25 and end December 7. However, the course assignment due dates will not begin until October 17/18, when the Pre-Test must be taken. All other assignments except the Final Exam will open August 25 and may be submitted any time prior to the due date/time. Consult the Class Protocols Document or this syllabus for assignment details. Practicum Reports may also be submitted at any time during the semester, but will not be officially due until Midnight December 4. Practicum Forms may be submitted through one of the following methods: U.S. Postal Service, Faxed, or scanned and e-mailed (contact information is at the top of this document). Do not submit these to Edvance 360. The Legal and Ethical Issues Class focuses on legal and regulatory mandates as outlined in federal, state, and local laws; as well as court decisions, with an emphasis upon the legal rights, responsibilities, and liabilities of school personnel for maintaining a safe, orderly, and fair school climate. It is also designed to provide leadership candidates the legal concept of principles, doctrines and laws that will enable them to become effective school administrators. Class participants will be informed of the general principles of statutory law and common law, as these apply to educational practices in Tennessee and in the U.S. as a whole. A significant part of the course is devoted to moral, ethical, and professional case studies of dilemmas that affect decision-making processes and relationships of school personnel with students, parents, staff, and the larger community. Laws governing student rights are also reviewed, as well as tort liability for teachers. Course objectives are aligned to the Tennessee Instructional Leadership Standards (TILS), the ISLLC Standards and the mission, vision, and goals of Carson-Newman College.

EDUC 525 is specifically designed to meet the Tennessee Instructional Leadership Standards (TILS) for the Instructional Leadership License—Aspiring (ILL-A, which is optional) and/or for the Instructional Leadership License—Beginning (ILL-B). Note: A Weighted Value of 1-5 is assigned each standard based on the particular emphasis for this course, 1 being assigned the least emphasis; 5 being assigned the most emphasis. This is indicated by the numeral following each standard.
TILS Values:

**Standard A** — **Continuous Improvement**: Implements a systematic, coherent approach to bring about the continuous growth in the academic achievement of all students. 3

**Standard B** — **Culture for Teaching and Learning**: Creates a school culture and climate based on high expectations conducive to the success of all students. 3

**Standard C** — **Instructional Leadership and Assessment**: Facilitates the use of instructional practices that are based on assessment data and continually improve student learning. 3

**Standard D** — **Professional Growth**: Improves student learning and achievement by developing and sustaining high quality professional development. 2

**Standard E** — **Management of the School**: Facilitates learning and teaching through the effective use of resources. 2

**Standard F** — **Ethics**: Facilitates continuous improvement in student achievement through processes that meet the highest ethical standards and promote advocacy including political action when appropriate. 5

1. Performs all professional responsibilities with integrity and fairness.
2. Models and adheres to a professional code of ethics and values.
3. Makes decisions within an ethical context and respecting the dignity of all.
4. Advocates to district and state-level decision-makers when educational, social or political changes are necessary to improve learning for students.
5. Makes decisions that are in the best interests of students aligned with the vision of the school.
6. Considers legal, moral and ethical implications when making decisions.
7. Acts in accordance with federal and state constitutional provisions, statutory standards and regulatory applications.

**Standard G** — **Diversity**: Responds to and influences the larger personal, political, social, economic, legal and cultural context in the classroom, school, and the local community while addressing diverse student needs to ensure the success of all students. 4

1. Develops and implements an appropriate diversity policy involving the school community and stakeholders which encompasses program planning and assessment efforts.
2. Recruits, hires, and retains a diverse staff.
3. Interacts effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.
4. Recognizes and addresses cultural, learning and personal differences as a basis for academic decision-making.
5. Leads the faculty in engaging families/parents in the education of their children.

**EDUC 525 is also designed to meet the ISLLC Standards, with most emphasis on Standards V and VI:**

**Standard I**  A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

**Standard II**  A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
Standard III  A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard IV  A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.

Standard V  A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
   A.  Apply laws and procedures fairly, wisely, and considerately.
   B.  Treat people fairly, equitably, and with dignity and respect.
   C.  Understand various ethical perspectives and serve as a role model of ethical behavior and professional practice.

Standard VI  A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context
   A.  Understand and influence the environment in which the school operates on behalf of students and their families.
   B.  Use legal systems to protect and promote students’ rights and improve students’ opportunities within a framework of policies, laws, and regulations enacted by local, state, and federal authorities.

COURSE OBJECTIVES/ GOAL
Course objectives are selected to meet the Tennessee Instructional Leadership Standards (TILS) adopted for the training of educational leaders by the Tennessee State Board of Education, and the Interstate School Leaders Licensure Consortium (ISLLC) Standards.

Course Objectives — At the conclusion of the course, students will: Prove their knowledge and expertise concerning legal and ethical matters as these apply to the operation of public schools. This knowledge will be demonstrated through the successful completion of course assignments and assessments. Students will demonstrate:
   a. An understanding of the legal and ethical complexities of school leadership and administration as it involves the legalities of school operations.  TILS F; ISLLC V.
   b. Skills necessary for the communication of legal requirements of school operations to school staff and stakeholders.  TILS F; ISLLC V.
   c. The ability to validate conflict management concepts in dealing with individuals and groups.  TILS D; ISLLC III.
   d. A positive approach to resolving conflicts and legal disputes through the utilization of case study analyses and other clinical experiences to develop strategies for preventing and resolving potential legal problems within the school setting when possible.  TILS E; ISLLC III.
   e. Reveal their familiarity with the latest legislative changes and legal requirements necessary for optimal school operation and knowledge of case law.  TILS F; ISLLC V.
   f. Understandings of moral and ethical responsibilities of teachers, principals and schools as these apply to school operations.  TILS F; ISLLC V.
   g. An ability to apply legal and regulatory mandates of the local school system, the state, and the federal government, while encouraging school site innovation.  TILS E; ISLLC III.
   h. An understanding of the moral and ethical responsibilities.  TILS F; ISLLC V.
   i. An understanding of policy processors and political influences in decisions affecting schools.  TILS B; ISLLC II.
   j. Knowledge of the governance of education and the major issues in collective negotiations.  TILS E; ISLLC III.
   k. Knowledge of tort liability in schools and awareness of procedures for the employment and dismissal of school employees.  TILS E; ISLLC III.
   l. Awareness of academic freedom in public education.  TILS F; ISLLC V.
   m. Laws concerning student assignment, placement, control and punishment; student exclusion from school; and the legal basis for search and seizure processes.  TILS G; ISLLC VI.
n. Awareness of first amendment issues in public schools. **TILS G; ISLLC VI.**
o. A knowledge of the law as it applies to education concerning handicapped students. **TILS G; ISLLC VI.**
p. Knowledge of the procedures of the U.S. Supreme Court and awareness of selected U.S. Supreme Court cases. **TILS G; ISLLC VI.**
q. A basic knowledge of what is reasonably required to prevent the necessity of court proceedings. **TILS E, F; ISLLC III, V.**

- **Course Goal** — All students will successfully complete the course requirements with a minimum grade of 75%.

**EVALUATION STRATEGIES**

**Grading System:**

<table>
<thead>
<tr>
<th>A total of 100 points are possible in this class. Points will be earned as follows:</th>
<th></th>
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<tbody>
<tr>
<td>1. Course Pre-Test</td>
<td>5 points</td>
</tr>
<tr>
<td>2. <em>Case Study Reports</em></td>
<td>15 points</td>
</tr>
<tr>
<td>4. <em>Review/Analysis of Major Federal Laws affecting Education</em></td>
<td>10 points</td>
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<tr>
<td>5. <em>Personal Essay</em></td>
<td>10 points</td>
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<tr>
<td>6. <em>Landmark Supreme Court Decisions</em></td>
<td>10 points</td>
</tr>
<tr>
<td>7. Final Exam</td>
<td>10 points</td>
</tr>
<tr>
<td>8. All assignments submitted on time</td>
<td>5 points</td>
</tr>
<tr>
<td>9. E - Portfolio/Practicum Reports</td>
<td>25 points</td>
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<tr>
<td>Total maximum ...........................................100 points</td>
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*ITEMS 2, 3, 4, 5 AND 6 ARE TO BE MAINTAINED AND RECORDED AS EVIDENCE FOR THE PROFESSIONAL DEVELOPMENT PLAN OF ALL EDUCATIONAL LEADERSHIP CANDIDATES.*

**Grading Scale:**

<table>
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<tr>
<th>The grading scale utilized to determine final grades in this class will be assigned as follows:</th>
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<tbody>
<tr>
<td><strong>Point</strong></td>
</tr>
<tr>
<td>Range</td>
</tr>
<tr>
<td>95-100</td>
</tr>
<tr>
<td>86---94</td>
</tr>
<tr>
<td>75---85</td>
</tr>
<tr>
<td>0---74</td>
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</tbody>
</table>

**NOTES:**

- ANY GRADE BELOW 75 IS UNSATISFACTORY. NO DS ARE ASSIGNED IN THE C-N GRADUATE PROGRAM.
- AT THE DISCRETION OF THE INSTRUCTOR, DEPENDING ON THE CIRCUMSTANCES, A GRADE OF “INCOMPLETE,” MAY LOWER THE FINAL GRADE FOR THE CLASS BY ONE LETTER GRADE IF COMPLETED AT A LATER DATE.

**DETAILS OF EVALUATION STRATEGIES/CLASS ASSIGNMENTS**

1. **Course Pre-Test** — Each student will complete a Course Pre-Test on Edvance360.
   - This assignment carries a maximum value of 5 points.

2. **Case Study Reports** — Each student will complete 13 written Case Study Reports. The reports are from the case studies found in each chapter of the textbook. Each individual report should be no more than two pages in length. All reports should be submitted in one Word document.
   - This assignment carries a maximum value of 15 points.
3. **Research Reviews of TN State Laws — Title 49 Education**—For free Public Access you may go to:
   You may search for others as you may choose

Each student will review five (5) State of Tennessee Laws related to Education (TCA 49), and submit a minimum of one-page summary of the requirements of each. Students are to select any of the following categories of state education law for the report:

- Chapter 1 State Administration
- Chapter 2 Local Administration
- Chapter 3 Finances
- Chapter 4 Financial Aid
- Chapter 5 Personnel
- Chapter 6 Elementary and Secondary Education
- Chapter 7 Postsecondary and Higher Education Generally
- Chapter 10 Special Education
- Chapter 11 Vocational and Technical Education
- Chapter 13 Tennessee Public Charter Schools Act of 2002
- Chapter 15 Cooperative Innovative High School Programs
- Chapter 16 Virtual Education Programs

**This assignment carries a maximum value of 10 points.**

A. **Review/Analysis of Major Federal Laws affecting Education** — Each class member will choose five (5) of the following Major Federal Laws affecting schools for analysis and submit a minimum of one-page summary of the requirements of each statute and its implications. The report should be a minimum of five pages in length and cite appropriate resources utilized in the review.

- Individuals with Disabilities Education Act
- Section 504 of the Rehabilitation Act
- Title X of the Education Amendments
- Age Discrimination in Employment Act
- Title VI of the Civil Rights Act of 1964
- Title VII of the Civil Rights Act of 1964
- Family and Medical Leave Act of 1993
- Americans With Disabilities Act
- No Child Left Behind Act
- Family Educational Rights and Privacy Act (FERPA)
- Paul D. Coverdell Teacher Protection Act
- Civil Rights act of 1871
- Technology Education Copyright Harmonization Act of 2002

**This assignment carries a maximum value of up to 10 points.**

4. **Personal Essay** — Each class member will write an eight to ten 8-10 page essay describing the values and ethical principles you believe to be most important in relation to becoming an effective school leader. This Essay should include data gleaned from both the text and other sources and must be prepared according to APA Standards. It should contain a minimum of 10 references.

**This assignment carries a maximum value of 10 points.**

A. **Review of Landmark Supreme Court Decisions** — Each class member will choose one (1) Landmark Decision of the U.S. Supreme Court for review: A landmark decision is the outcome of a legal case (often thus referred to as a landmark case) that establishes a precedent that either substantially changes the interpretation of the law or that simply establishes new case law on a particular issue. Certain cases within this category are widely known in legal studies and may be reviewed by law students even if they have been overturned by later decisions. The term "landmark
“decision” is not a formal legal term but a colloquialism; however it is in widespread use among legal professionals. Landmark cases in the United States come most frequently (but not exclusively) from the United States Supreme Court. However, the United States Courts of Appeal may also make such decisions, particularly if the Supreme Court chooses not to review the case, or adopts the holding of the court below. Although many cases from state supreme courts are significant in developing the law of that state, only a few are so revolutionary that they announce standards that many other state courts then choose to follow. The paper should report on the circumstances surrounding the case (date, why the case was filed, who was involved in filing the case, the outcome of the case, or what was the lasting result of the case, etc.). It should be written according to the APA Standards, the same as with any other formal paper submitted for the class. The length of the paper is to be a minimum of eight pages, and should be a thorough review of the case.

Following are Examples of U.S. Supreme Court Landmark Decisions:

B. **Scott v. Sandford** (Dred Scott case), 60 U.S. 393 (1857), Blacks, whether free or slaves, cannot be U.S. citizens. Consequently, they cannot sue in federal courts. Also, the federal government cannot forbid slavery in the western territories before they access statehood. The decision is voided by the subsequent Thirteenth and Fourteenth Amendments.

C. **Plessy v. Ferguson**, 163 U.S. 537 (1896), segregated facilities for blacks and whites are constitutional under the doctrine of separate but equal, which held for close to 60 years.

D. Korematsu v. United States, 323 U.S. 214 (1944), American citizens of Japanese descent can be interned and deprived of basic constitutional rights; first application of the strict scrutiny test.


F. **Bolling v. Sharpe**, 347 U.S. 497 (1954), the companion case to Brown, which held that segregated schools in the District of Columbia violated the 5th Amendment.


J. **Grutter v. Bollinger**, 539 U.S. 306 (2003) a narrowly tailored use of race in student admission decisions may be permissible under the Fourteenth Amendment's Equal Protection Clause, as a diverse student body is beneficial for all students (as hinted in Regents v. Bakke).

- This assignment carries a maximum value of 10 points.

5. **Final Exam** — All students are required to complete the online final on Edvance360.
   - This assignment carries a maximum value of 10 points.

6. **All assignments submitted on time** — Assignments are due on the date specified by the class instructor.
   - This item carries a maximum value of 5 points.

5) **E-Portfolios/Field Experience Practicum Reports (EPs/FEPRs)**

A. **E-Portfolios**: Each Educational Leadership Candidate will submit the following items as directed by the course instructor—

   1) The assigned documents listed on pages 4-6 of the syllabus that are preceded by an asterisk, with the name of each placed appropriately in the Evidence column of the **CDC PDP Standards Evaluation Form**, which will be posted on Edvance360 for Educ 525.

These three documents will be saved by the student and will serve as documents for the Leadership Program E-Portfolios. The instructor will post an overview of the expectations for the E–portfolio for
Educational Leadership Candidates on the Course Description of Educ 525 on E360 and during succeeding Leadership Program for other courses. The E-portfolio will serve to record the highlights and accomplishments of the candidate throughout the Leadership Program, and will be submitted two weeks prior to the end of the Candidate’s final Leadership class. Guidelines for the portfolio may be modified by the program director as students move forward with their classwork. These documents are to be Faxed or Mailed or submitted in another manner if directed by the course instructor, and must be maintained by the candidate for submission within the student’s final e-portfolio CD Rom during the candidate’s final Educational Leadership class.

B. Field Experiences Practicum

1) Each Student who is currently teaching or plans to teach in the public schools must complete twenty-five (25) hours of Administrator Field Experiences under the direction of a licensed practicing Director of Schools, School Principal, Assistant Principal, or Supervisor/Programs Director. The practicum experience will concentrate on the basic components of the Foundations of Leadership, and will include submission of the following forms:
   a. Liability Waiver Form (to be submitted to the course instructor before of the practicum experience begins. If student is taking other Leadership Classes, this form need only be submitted one time each semester.)
   b. Practicum Activities Record Form for Education 525
   c. Practicum Evaluation Form completed by the Mentor for Education 525, which is based on the ISLLC Standards
   d. Intern Progress Review Form completed by the Mentor for Education 525, which is based on, based on TIL Standards

   **NOTE:** The above referenced forms will be placed on Edvance 360 and e-mailed to any class member who makes a request to the course instructor.

2. Students taking the course for elective credit may opt to receive an alternative assignment in their field of study in lieu of the field services practicum for this class.

   ➢ The Field Experience Practicum and E-Portfolio Assignments combine for a maximum value of 25 points.

**SUGGESTED READINGS**

TN Title 49 Education: http://www.michie.com/tennessee/lpext.dll?f=templates&fn=main-h.htm&cp=tncode

Online material concerning Federal Court Landmark Cases and Major Federal Laws affecting Education

**COURSE CALENDAR**

1. Assignments are due as slated below; however, they may be submitted at any time before the due date/time passes.

2. Completion of the course Pre Test (PT)—DUE by 11:59 pm Tuesday, October 18

3. *Case Study Reports (CSRs) —DUE 11:59 pm Sunday, October 23


7. *Personal Essay (PE) — DUE 11:59 pm Sunday, December 4
8. **Final Exam (FE) DUE 11:59 pm Wednesday, December 7**

9. **E-Portfolio Items and Practicum Reports (EPPRs) — DUE 11:59 pm Wednesday, December 7 DO NOT SUBMIT TO Edvance360:** Either send by U.S. Mail, Drop off at the office, Fax, or Scan and e-mail.

**ACADEMIC INTEGRITY**

Plagiarism and other forms of academic dishonesty will be reported to the Chair of the School of Education, Dean of the School of Education, and the Academic Affairs office. Students are encouraged to adhere to the prescribed standards of academic honesty as listed in the Carson-Newman College Handbook. Student essays may be submitted to anti-plagiarism websites and compared to previous student submissions for analysis. Academic dishonesty may result in sanctions; including, but not limited to, a grade of “F”, loss of credit for the course and, upon previous, recurring or gross dishonesty, expulsion from the college.

**CARSON-NEWMAN COLLEGE CONCEPTUAL FRAMEWORK DOCUMENT**

Carson-Newman College is accredited by the National Council for the Accreditation of Teacher Education (NCATE). Member institutions are required to explain, in a conceptual framework document, how the entity envisions the preparation of education professionals within our programs. The conceptual framework should be considered as an additional text for this course. The conceptual framework can be accessed through the departmental web site: [www.cn.edu](http://www.cn.edu); Academic Departments; Teacher Education.

The unit conceptual framework is based on the theoretical work of Urie Bronfenbrenner, who described human development as a process of reciprocal interactions between the individual and influences in both the near and far environments. The framework specifies that our graduates are characterized by a caring nature, a sense of calling and commitment to the profession, as well as professional competence. The professional competencies outlined in the unit conceptual framework are: Reflection; Technology; Assessment; Diversity; and Home, School, and Community Relationships. The Tennessee Framework for Evaluation and Professional Growth also is a component of the unit conceptual framework. The six domains of the Tennessee Framework are Planning; Teaching Strategies; Assessment and Evaluation; Learning Environment; Professional Growth; and Communication. Clearly, this course in assessment and evaluation is tied both to the unit conceptual framework and the Tennessee Framework for Evaluation and Professional Growth. Finally, the state standards for each licensure area (also a part of the unit conceptual framework) specify additional professional competencies that this course is designed to meet. This course addresses primarily Standard 8: Assessment and Evaluation, which states:

Candidates know, understand and use formal and informal assessment strategies to evaluate and ensure the continuing intellectual, social and physical development of the learner.

The supporting explanation for the Assessment and Evaluation standard states:

Candidates understand the characteristics, uses, advantages and limitations of different types of assessments for evaluating student learning. They understand state and federal accountability requirements. Candidates select, construct and use formal and informal assessment strategies and instruments appropriate to the learning expectations being evaluated to make instructional decisions based on student performance information. They actively solicit and use information about students’ learning needs and progress from parents, other colleagues and the students themselves. Candidates develop and maintain useful records of student work and progress and responsibly communicate student progress to students, parents and other colleagues. They collaborate with special education teachers and others to plan and design accommodations, modifications, adaptations or alternate assessments, based on the results of recommended individual assessments.

**SERVICES FOR STUDENTS WITH DISABILITIES**
Any student with a special documented disability (sight, hearing, language, mobility, etc.) which may affect class activities should contact David Humphrey (dhumphrey@cn.edu), Kathleen Manley Wellness Center, extension 4771 or the receptionist at extension 3350 and provide appropriate documentation.

**ATTENDANCE, LATE ASSIGNMENTS AND SYLLABUS CHANGES**

- The Carson-Newman 2011-2012 Graduate Catalog states that "each individual faculty member will establish the consequences for absences and publish these in the course syllabus." In response to that statement, for Education 525AOL, all students are required to attend or be available to participate in any assigned online chat, video conference or other specified time when the instructor wishes to communicate with one or more students. If and when such sessions should become necessary, the instructor will attempt to find time frames that are in the best interest of the majority of the course enrollees. When it is impossible for the student to be available for such communication, arrangements must be made by the student with the course instructor to ascertain what is necessary to make up any missed information or work. Failure of the student to do so may result in a deduction of up to 5 points from the final course average.

- Late submissions of assignments carry a one-point deduction from the final course average. The course instructor will decide on an individual basis if late submissions will count toward the course grade once the final class period has ended.

- The instructor reserves the right to change the syllabus (including the grading formula) at any time during the course should it become necessary to do so.

**Edvance360 System**

Once you have registered and have a Carson-Newman account you can log into C-N

Online/E360@[ ](www.cn.edu) [or](https://cnonline.cn.edu/)

Click on “Current Students” and select CNOline/Edvance360

*Enter User Name and Password*

You will log on with your C-N user name and password. Usually this is your first initial, middle initial and last name with the password being the last 6 digits of your SS#. For example, Bozo The Clown ss# 123456789 would be: bzclown with a password of 45678750.

*View the* student manual for C-N Online under the Help menu.

NOTE. If your user name and password do not work, please contact: [helpdesk@cn.edu](mailto:helpdesk@cn.edu)