

EDUC669

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : EDUC669 **Title :** Education, Law, Ethics, and Politics

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course explores legal, ethical and politics issues governing K-12 education in America and the legal responsibilities and powers of state and local governing bodies and individuals that arise in elementary and secondary schools. This course focuses on understanding federal codes, case law, policies, and significant precedent and will emphasize analysis of key legal concepts and application of law to specific situations. The ethics of decision making and the process through which school leaders can advocate for political reform will be examined. Major areas of analysis include personnel, risk management, curriculum, student services, parent and student rights, teacher rights and torts.

Course Scope:

This course is a broad overview and addresses the legal and ethical issues relating to the practical problems faced by school administrators. It offers school leaders the opportunity to develop a broader understanding of the legal and ethical aspects of American schooling through presentation of subject areas of law most relevant to PreK12 education. It also introduces students to methods of legal analysis and decision-making, including an examination of students' legal rights, and the ethical parameters of education leadership, so that they can anticipate and recognize legal problems as education administrators.

Objectives

After successfully completing this course, students will be able to:

1. Interpret the legal system as it applies to education. (ELCC 5.4)(Pll: 4.D, 4.G, 4.I)
2. Distinguish the roles of federal, state, and local levels in the governance of education. (ELCC 5.4)
3. Apply legal principles to educational issues. (ELCC 5.4) (Pll: 4.D, 4.G, 4.I)
4. Access and apply legal documentation to educational issues. (ELCC 5.4)
5. Evaluate and apply ethical principles to educational issues. (ELCC 5.1, 6.2)

ELCC=Educational Leadership Constituency Council Pll=Praxis II

Outline

Week 1:

Topics

Sources of Law

Federal Rights vs. States Rights

Parental Rights

Ethics and Law

Learning Outcomes

Compare Sources of Law.

Explain the American Judicial System.

Discuss how the US constitution and Federal government impact on education.

Analyze the relationship between school rights and parent Rights.

Analyze ethical and legal situations to discern any contradictions.

Required Readings

Various resources from the APUS Library & the Open Web are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.

Additional Sources:

[When Ethics and Law Collide](#)

[Code of Ethics for Educators](#)

[States Rights at the Heart of NCLB Debate](#)

[The Tenth Amendment](#)

Assignments

Assignment: Case Brief 1: Code of Ethics

Forum:

- Introductions
- Forum 1: State's Rights in Education

Week 2:

Topics

Compulsory Attendance

Safe School Environments

The Instructional Program

Guidelines for Rule Making

Due Process

Laws Regarding Arrests and Convictions

Schools and Search and Seizure

Learning Outcomes

Evaluate the impact of judicial law and legislative law on compulsory attendance.

Evaluate current events and the impact on a Safe School Environment.

Evaluate the impact of judicial law and legislative law Instructional Program.

Evaluate school disciplinary policy and rules.

Apply due process.

Analyze laws regarding schools and students with arrests and convictions.

Required Readings

Various resources from the APUS Library & the Open Web are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.

Also refer to this link:

[HSLDA: Compulsory Attendance \(State & Local\)](#)

Assignments

Assignment: Case Brief 2: Student Rights and Responsibilities

Forum :

- Forum 2: Safe Schools
- Forum 3: Student Discipline

Week 3:

Topics

Special Education Law

Special Education and Discipline

Section 504

Learning Outcomes

Evaluate the impact of federal legislation on Special Education and Section 504.

Analyze common legal errors that occur when working with students with disabilities.

Analyze Section 504 of the Rehabilitation

Required Readings

Various resources from the APUS Library & the Open Web are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.

Assignments

Assignment: Case Brief 3: Section 504

Forum: Forum 4: Section 504

Week 4:

Topics

Constitutional Issues

Types of Employment Arrangements

Selection of Staff

Ending of the Relationship

Personnel Issues

Reassignment

Compensation Disputes

Collective Bargaining

Learning Outcomes

Evaluate constitutional Issues.

Differentiate between types of employment arrangements.

Select staff from among qualified candidates legally.

Document employment issues and end the employment relationship.

Evaluate personnel issues.

Apply laws related to reassignment.

Evaluate compensation disputes.

Evaluate the collective bargaining process.

Required Readings

Various resources from the APUS Library & the Open Web are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.

Assignments

Assignment: Case Brief 4: Employment Relationship

Forum:

- Forum 5: Teacher Non-Renewal
- Forum 6: Right to Work

Week 5:

Topics

Constitutional Rights and Educators

Acting as a Government Agent—Public School Educators

Educator Rights of Expression and Association

Student Rights of Expression and Association

Learning Outcomes

Evaluate teacher constitutional rights and freedom.

Analyze legal issues in the educational environment.

Analyze educator rights of expression and association.

Analyze student rights of expression and association.

Required Readings

Various resources from the APUS Library & the Open Web are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.

Assignments

Assignment: Case Brief 5: Teachers Rights

Forum: Forum 7: Hypothetical Case

Week 6:

Topics

Legal Framework

Contemporary Issues

Religion in Classrooms

Student religious groups and the Equal Access Act

Learning Outcomes

Evaluate the legal framework around religion and schools.

Analyze contemporary issues related to religion in schools.

Apply the Lemon Test in a school setting.

Create policy allowed student religious groups equal access.

Required Readings

Various resources from the APUS Library & the Open Web are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.

Assignments

Assignment: Case Brief 6: Religion in Schools

Forum: Forum 8: Equal Access Act

Week 7:

Topics

FERPA

Educator Privacy Rights

Student Privacy Rights

Copyright

State Torts

Federal Civil Rights Liability

Learning Outcomes

Apply law to privacy issues.

Analyze educator privacy rights.

Analyze student privacy rights.

Create a professional development activity teaching copyright law to school staff and faculty.

Evaluate civil rights liability.

Evaluate state torts.

Required Readings

Various resources from the APUS Library & the Open Web are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.

Also use the following resources this week:

[Circular 21221.1109: Reproduction of Copyrighted Works by Educators and Librarians](#)

[Education World: The Educator's Guide to Copyright and Fair Use](#)

Assignments

Assignment: Copyright Professional Development

Forum: Forum 9: Hypothetical Situation

Week 8:

Topics

Completing an Essay Assignment

Learning Outcomes

Create responses to specific questions or situations regarding legal dilemmas that we have discussed in this course.

Assignments

Assignment: Culminating Essay

Evaluation

Forums

Please join the forums each week. Students must post a reply to weekly forums and reply to at least 2 other students for each Forum. This means that each week you should have 1 initial post and at least 2 responsive posts. A minimum of three posts are required to receive a B on weekly forums. To receive higher than a B you must post more than the minimum and you must support your responses with outside research or literature. Replies must be posted in the week due and replies after the end of the each week will not be graded. The Forums are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the forums and avoid copying and pasting from websites.

Guidelines:

- Post the initial response to each forum by 11:55pm, ET, Thursday.
- Initial responses should be no less than 300 words.
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Reply to at least 2 of your classmates in each forum by 11:55pm, ET, Sunday.
- Replies to classmates should be no less than 150 words.
- Responses to classmates are significant to advance the forum.
- All forums can be accessed in the Forums section of the course.

[Forum Rubric](#)

Assignments

Case Brief 1: Code of Ethics

Review the Code of Ethics from the Association of American Educators. Select one ethical principle and discuss how the law could contradict one of the ethical principles.

[Case Brief](#)

Case Brief 2: Student Rights and Responsibilities

Choose one judicial case that discusses one of the topics in this week's readings.

[Case Brief](#)

Case Brief 3: Section 504

Select a case regarding special education or Section 504 (from anywhere in the United States) that has been decided no earlier than 2007.

[Case Brief](#)

Case Brief 4: Employment Relationship

Select a case regarding the employment relationship (from anywhere in the United States) that has been decided after 2007.

[Case Brief](#)

Case Brief 5: Teachers Rights

Select a case regarding teachers rights of any kind (from anywhere in the United States) that has been decided after 2007.

[Case Brief](#)

Case Brief 6: Religion in Schools

Select a case regarding religion in schools (from anywhere in the United States) that has been decided after 2007.

[Case Brief](#)

Projects

Copyright Professional Development

Create a copyright professional development activity and present it to at least one peer. Include an evaluation of the presentation from the participant(s) and upload a visual presentation of the professional development (presentation with voice or video). (Field Experience Log Activity for Certification Students)

(5 hours)

Essay (Obj. 1, 2, 3, 4, 5)

Students will have an essay assignment that consists of essay questions covering information from the chapters covered prior to the assignment. Essay responses require a minimum of five (5) paragraphs. This assignment is not cumulative and covers only set information.

Grading:

Name	Grade %
------	---------

Materials

Book Title: Various resources from the Open Web are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.

Author: No Author Specified

Publication Info:

ISBN: N/A

Required Readings

Essex, N. L. (2009). *The 200 most frequently asked legal questions for educators*[\[TM1\]](#) .

Recommended Materials

Publication Manual of the American Psychological Association (6th ed.). (2009). Washington, D.C.: American Psychological Association.

Web Sites

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

APA Format <http://www.apa.org>

Center for
Effective
Collaboration
and Practice <http://cecp.air.org/default.asp>

DOJ - Office of
Juvenile
Justice and
Delinquency
Prevention <http://ojjdp.ncjrs.org/>

FindLaw <http://lp.findlaw.com/>

National
Center on
Education,
Disability, and
Juvenile
Justice <http://www.edjj.org>

Office of
Special
Education
Programs [www.ed.gov/parents/needs/speced/edpicks.jhtml?
src=sm](http://www.ed.gov/parents/needs/speced/edpicks.jhtml?src=sm)

University of
Michigan –
Legislative
Histories
United States
Congress <http://www.lib.umich.edu/govdocs/legishis.html>

US Census
Bureau www.census.gov

US Dept of
Education – No
Child Left
Behind www.ed.gov

U USA Today -
census data www.census.usatoday.com

American jurisprudence (encyclopedia). Rochester, NY: Lawyers Cooperative.

American lawreports (annotations). Rochester, NY: Lawyers Cooperative.

Black's lawdictionary. St. Paul, MN: West.

BYU Education and LawJournal. Brigham Young University.

Corpus juris secundum (encyclopedia). St. Paul, MN: West.

Education LawReporter. St. Paul, MN: West.

Education LawQuarterly. St. Paul, MN: West.

Education Week. Washington, DC: Editorial Projects in Education.

Individuals with Disabilities Education LawReport. Horsham, PA: LRP Publications.

Journal of Lawand Education. Washington, DC: Jefferson Law Book.

ELA School LawReporter. Dayton, OH: Education Law Association.

School LawNews. Washington, DC: Capitol Publications.

The yearbook of education law. Dayton, OH: Education Law Association.

LEXIS/NEXIS data base. Dayton, OH: Mead Data Central.

WESTLAW data base. St Paul, MN: West.

[TM1]Need city/state and publisher.

Course Guidelines

Citation and Reference Style

Attention Please: Students will follow the American Psychological Association (APA) manual (6th edition) as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA manual (6th ed). See <http://www.apastyle.org/> and <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Websites: Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

Documents/Files: When uploading assignments, make sure they are in doc, docx, or RTF format. Make sure to properly format

papers (or PowerPoint) with a cover sheet. Use black 12 Times New Roman, Arial, or other appropriate font. Adhere to the essentials of Standard American English grammar, word choice, spelling, and punctuation and APA 6th edition.

Plagiarism

Plagiarism is a serious violation of APUS's code of academic conduct. The Student handbook explains specific policies and penalties. Here is the link to the policy:

http://www.apus.edu/student-handbook/writing-standards/index.htm#Academic_Dishonesty

Additionally, the School of Education offers further clarification. Specifically, all students in this course are to follow these guidelines:

- Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.
- Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.
- Do not insert parts of previous students' work or current students' work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), J

Disclaimer Statement

- Course content may vary from the outline to meet the needs of this particular group.

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not

available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

· **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.

· **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

· **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

· **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](http://tutor.com) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

· The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

· Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.

· Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

· If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.