Children in Schools: Legal, Ethical, and Safety Concerns
EDF 2720

Instructor: Lisa F. Bugden, Ed.D.   **Semester:**
Email: lnordmann@valenciacollege.edu   **Class Meets:** Online in Blackboard
Office Hours: By Appointment   **Dates:**

Course Description: The role of education in children's lives through the analysis of legal, ethical, and safety concerns. **Credits:** 3

Required Texts: 1. Essex, N.L. (2012). *School law and public schools: a practical guide for educational leaders* (5th ed.). Boston, MA: Pearson Education, Inc. ISBN: 978-0-13-707275-0

Course Outcomes and Objectives:
1. *Students will identify laws that apply to and impact school administration.*
   FEAP: 6
   a. Students will identify laws that apply to church and state issues.
   b. Students will identify laws that pertain to compulsory attendance and instructional programs.
   c. Students will identify laws that affect the rights and responsibilities of students, teachers, and principals.
   d. Students will identify laws that pertain to the rights of students with disabilities.
   e. Students will identify laws that pertain to desegregation.
   f. Students will identify how school law pertains to school records.
2. *Students will examine ethics from historical, state, national, and personal perspectives.*
   FEAP: 6
   a. Students will compare the Florida Code of Ethics for Professional Educators with the National Education Association Code of Ethics for Professional Educators.
   b. Students will trace the development of ethical theories through history.
   c. Students will develop and articulate their own ethical beliefs.
   d. Students will apply ethical theories and beliefs to the solution of ethical problems in the field of education.
   e. Students will learn how to become "reflective practitioners."
3. *Students will examine how culture and language impact teaching and learning.*
   FEAP: 2
   a. Students will compare cultural groups in the U.S.
   b. Students will identify the impediments to successful educational experiences for LEP students.
4. *Students will identify ways to create safe school environments.*
   FEAP: 2
   a. Students will describe the purpose of student hall pass procedures.
   b. Students will identify the importance of emergency response procedures.
   c. Students will identify the importance of safeguards in the use of technology.
   d. Students will identify the importance of weapons detection and prevention programs.
   e. Students will identify the importance of victim support services.
   f. Students will identify the importance of coordinated relationships between schools and local law enforcement agencies.
   g. Students will understand the importance of visitor and volunteer screening.
   h. Students will understand the importance of gang prevention and resistance programs.
   i. Students will understand the importance of campus and building patrol.
   j. Students will understand the importance of the legal principles governing search and seizure and use of force by educators and law enforcement.

Online Course: An online course is a course where all of the content is delivered online at Valencia using the college approved course management system. Online courses can provide opportunities for students to attend anytime from anywhere; however, the online student must take responsibility for his or her own learning. In any distance education program, the capacity for self-directed learning is crucial. While instructors and fellow students can provide some support, the online distance learner is expected to provide the internal motivation to manage his or her own learning during the course of study and have a basic grasp of Internet navigation skills and word processing skills. Blackboard is used to deliver all instruction in this online course and the student is responsible to learn to use this delivery system. To assess your readiness for an online course, you are encouraged to read the information about online learning and take the self-assessment quiz at http://valenciacollege.edu/oit/ltad/StudentResources/amIready/skill_req.cfm.

This course will utilize Blackboard to deliver all content, assignments, and assessments. Students should have access to a computer and the Internet in order to access this material and are expected to check the Blackboard course every 48 hours to complete assignments and for communication from the instructor. Grades and feedback can be found in My Grades in Blackboard. If problems with Blackboard occur, contact the Blackboard help desk immediately at Onlinehelp@valenciacollege.edu or by calling 407-582-5600.

Expectation for Participation: Because this course is online and the interaction between students is a vital aspect of learning, students should expect to spend 6 hours per week working on course requirements and should visit the course at least every 48 hours (4 - 5 days per week) to remain up to date on communications from the instructor and fellow students.

Communication: Students are expected to check Blackboard *Messages*, *Announcements*, *My Grades*, and "Ask the Instructor" *Support Forum* each time they log into the course. The instructor will send periodic emails to the class and individual students as the need arises and will answer personal questions in the Blackboard *Messages* tool. Students should ask their course-related questions in the *Support Forum* called "Ask the Instructor" so that the class can see the question and the instructor's answer. The instructor will post a weekly *Announcement* containing a list of assignments to be completed. Additionally, *Announcements* will be posted when the need arises. Finally, students should check *My Grades* for feedback on all assignments.

Valencia Student Core Competencies: The faculty of Valencia College has established four Core Competencies that describe the learning outcomes: THINK, VALUE, COMMUNICATE and ACT. These general competencies can be applied in many contexts and must be developed over a lifetime. They specify how learning can be expressed and assessed in practice. They enable students and faculty to set learning goals and assess learning within and across the many disciplines of human inquiry. Further details about these competencies can be found at http://valenciacollege.edu/competencies.

Student Code of Classroom Conduct: Valencia is dedicated not only to the advancement of knowledge and learning, but is concerned with the development of responsible personal and social conduct. For more information, see http://valenciacollege.edu/generalcounsel/.

Academic Honesty: All forms of academic dishonesty are prohibited at Valencia College (Policy Number 6Hx28: 10-16). These include, but are not limited to, plagiarism, cheating, furnishing false information, forgery, alteration or misuse of documents, misconduct during a testing situation, and misuse of identification with intent to defraud or deceive. **You must reference all sources used for all assignments using APA**. If you adapt a lesson or use information from the Internet, a teacher's guide, or any other source to create or complete an assignment, you must include a reference page at the end of the assignment. Plagiarism will not be tolerated. For more information, see http://valenciacollege.edu/generalcounsel/.

Students Requiring Academic Accommodations: Students with disabilities who qualify for academic accommodations must provide a letter from the Office for Students with Disabilities (OSD) and discuss specific needs with the professor. The Office for Students with Disabilities determines accommodations based on appropriate documentation of disabilities and is located at SSB-102. For more information, see http://www.valenciacollege.edu/osd/.

Attendance Policy: Because so much of the learning experience in this class is interactive and participatory, attendance is mandatory. Attendance will be taken through Discussion Forum participation on a weekly basis. If you do not participate for 2 consecutive weeks, you will receive an excessive absence notification. If regular participation does not resume immediately after notification, the students will be withdrawn from the course If you are having difficulties in the course, you are **expected to notify the instructor** via email as soon as possible.

Withdrawal Date: To receive a "W" for this course, you must withdraw by

Make-Up Policy: Due to the structure of this course and the fact that attendance is mandatory during each week, NO make-up will be allowed. Late assignments will be accepted during a short late assignment window of time, and 10% of the points will be automatically deducted for turning in any assignment late regardless of the reason.

Possible Necessity of Schedule/Content Modification: Course schedule and/or content may be changed at the professional discretion of the professor.

Course Assignments

Student Learning Outcomes: After the completion of this course, the student should be able to. . .	by completing the following assignments:	Chapter(s) in Text
1. Students will identify laws that apply to and impact school administration. FEAP: 6	Individual Presentations: Prominent Court Cases Article Blogs Discussions Exams	Chapters 1, 2, 3, 5, 7, 8, 9, 10, 11, and 12
2. Students will examine ethics from historical, state, national, and personal perspectives. FEAP: 6	My Ethical Beliefs Paper Code of Conduct Paper Discussions Article Blogs Exams	Chapters 2, 3, 4, 5, 6, 7, 8, 11, and 12
3. Students will examine how culture and language impact teaching and learning. FEAP: 2	Article Blogs Discussions Book Report Exams	Chapters 11 and 12
4. Students will identify ways to create safe school environments. FEAPs: 2	Article Blogs Discussions Exams	Chapters 3, 4, 6, and 11

"My Ethical Beliefs" Paper: Students will write a paper explaining which Ethical Approach(s) best align with their belief system and how their Ethical Approach(s) apply to teaching. FEAP: 6

Code of Conduct Paper: Students will write a paper comparing and contrasting the Florida and NEA's Codes of Conduct for teachers. FEAP: 6

2 Article Blogs (Current Events): Students will find 2 articles that pertain to different topics discussed in class. They will write a summary of the article and reflect on how the events/information relate to course material and the classroom. FEAPs: 2 & 6

2 Individual Presentation: Prominent Court Case: Students will choose 2 education related court cases to present to the class. One will relate to students' rights and one will relate to teachers' rights. FEAPs: 2 & 6

Discussions: Discussions will be graded and full participation is expected by all students. For each Discussion Forum, you must write your own response to the discussion topic, read at least five and reply to at least three other students' responses (1-5-3 Rule). Your original response should be made by midnight on Thursday and your readings and replies by midnight on Sunday. You should follow the criteria for each discussion forum to receive full credit. Each Discussion Forum is worth 10 points and will be graded as follows: 0 to 4 points for the original response (no points will be given for late responses), 0 to 3 points for reading at least 5 other responses, and 0 to 3 points for responding to at least three responses. FEAPs: 2 & 6

Book Report: Each student will read one book form the list at the end of the syllabus and write a book report about the issues discussed in the book and how they relate to school law, ethics and/or safety. See Blackboard Assignment for specific information on this assignment and the grading rubric. FEAP 2

Portfolio Entries: 3 assignments must be placed in the student's e-Portfolio in Atlas before the due date in the Portfolio Assignment in Blackboard. The student will choose the assignments that they feel best show evidence of the FEAPs. The student must include the assignment in My Portfolio in Atlas and write a brief reflection that lists the FEAPs covered by the assignment and a reflective explanation of how the assignment meets the listed FEAPs.

Midterm Exam: A midterm exam will be given in this course. The exam will be on the honor system and should be completed individually without aid of any kind, including the Internet, notes or the text. The exam can be found in Blackboard in Assessments and must be completed by the posted due date.

Final Exam: A final exam will be given in this course. This exam will focus on material covered in the second half of the semester, but will also cover some material from the first half of the semester. The exam will be on the honor system and should be completed individually without aid of any kind, including the Internet, notes or the text. The exam can be found in Blackboard in Assessments and must be completed by the posted due date.

Writing Requirements: All formal assignments should adhere to standard written English. All assignments should be typed, double spaced, in size 12 font and in Times New Roman. All references should be in APA format. If you have any doubts about your writing skills, please go to the Writing Center on the campus nearest you for assistance.

Learning Modules: Learning Modules are found in Blackboard and include readings, Assignments, Assessments, Blogs, and Discussions.

Evaluation: All assignments will receive the following points.

My Ethical Beliefs Paper	100 points
Code of Ethics Paper	100 points
Article Blogs	100 points
Individual Presentations: Prominent Court Cases	150 points
Discussions	200 points
Book Report	100 Points
Portfolio Entries	50 points
Midterm Exam	100 points
Final Exam	100 points
Total	**1,000 points**

Grading Scale:

900 – 1,000 points	A
800 – 899 points	B
700 – 799 points	C
600 – 699 points	D
Below 600 points	F

Book Report List

1. Collateral Damage: How High-Stakes Testing Corrupts America's Schools (2007) by Sharon L. Nichols and David C. Berliner ISBN 978-1-891794-359 Harvard Education Press
2. Creating the Opportunity to Learn (2011) by A. Wade Boykin and Pedro Noguera ISBN 978-1-4166-1306-0 ASCD
3. A Framework for Understanding Poverty (1996) by Ruby K. Payne ISBN 1-929229-48-8 aha! Process, Inc.
4. High-Stakes Testing and the Decline of Teaching and Learning (2008) by David Hursh ISBN 978-1-7425-6149-6 Rowman & Littlefield Publishers, Inc.
5. The Shame of the Nation: The restoration of Apartheid Schooling in America (2005) by Jonathan Kozol ISBN 978-1-4000-5245-5 Broadway Paperbacks

Online Course Expectations **Technical Help Available** 24/7: Call Blackboard Help at 407-582-5600 or email the college at Onlinehelp@valenciacollege.edu	
Course Description	• A **fully online course** conducted in an **asynchronous format.** • This is **an interactive course** not an independent study.
How an Online Course Is Different from a Face-to-Face Course	• **It can feel overwhelming—especially in the first week**. You've probably forgotten how ill-at-ease you felt when you first went to school, but taking an online class for the first time is very similar. It takes a while to learn your way around the "virtual campus". • It **fits more easily into your schedule**. However, since you will do most of your work at home, **it requires more self-discipline** in setting aside time to study and participate in the course's learning activities. • As in any course in which you want to do well, **this course will take more time than you expect**. • **All reminders of when things are due are electronic**. If you don't access the course regularly, you may miss key assignments and due dates. • You will collect, reflect on, and respond to information that you have gathered. In an online course, **responsibility for learning rests equally on participants and facilitators.** • It works best when you **enjoy using technology and interacting with others online.**
What You Will Need to Be Successful	• Access to **a computer with a high-speed connection**. • **Basic computer skills**, such as the use of word processing software, sending email with attachments, uploading and downloading files from external sources. • **A preference for visual or kinesthetic learning**, because online learning is very visual and very "hands on the keyboard." (If you don't know your preference, take the online version of the Barsch Inventory to find out.) • An **open-minded attitude, personal honesty, and a willingness to share** your knowledge and ideas with others. • The belief that **online learning is more convenient, but not easier** than face-to-face learning. • The belief that **quality learning can happen anytime and anywhere.** • An **interest in self-reflection**. *From: The Virtual Student by Palloff and Pratt*
Online Course Components (that you will find on the course website)	• **Syllabus** including a description of course, requirements, and expectations of participants, posted on course website. • **Web links** for required, online reading. • **Narrated presentations.** • **Threaded Discussions**. • **Assignments** (or learning activities). • **Assessments** in the form of quizzes. • **Course Email** to facilitate communication among participants.

My Expectations of You	- Have **access** to **computer equipment necessary** to run course delivery platform (Blackboard/Blackboard) http://valenciacollege.edu/oit/ltad/StudentResources/gettingStarted/sysrequirments.cfm **Active engagement** in all course activities, readings and discussions. **Access the Blackboard at least every other day (4-5 days per week)** if not every day for the duration of the course. **Complete all learning activities on time**. - Provide **substantive feedback** to peers **Develop/refine materials** you can use in your classroom. - Practice professional ethics. - Observe the Rules of Netiquette. **Provide feedback-** Complete an online evaluation of this course.
What You Can Expect From Me	**Prompt responses** to your questions and emails, within 48 hours M-F. **Daily monitoring** of course website M-F. **Thoughtful discussion facilitation** (although I may limit my involvement so you spend more time in discussion with peers). **Prompt action** on technical problems within my control, such as broken links, file size, discussion settings, etc. **Respect** for your area of expertise, as well as for your ideas and opinions.
What Makes A Good Discussion Post	**Substantial**- thoughtful, original, relevant and contributes to the overall learning of the group **Thought-provoking-** stimulates thinking and reasoning **Timely**- post early to give your peers time to respond, this contributes to a rich discussion **Logical**, concise and grammatical **Conveys "your presence"-** reinforce your conclusions with real life and professional experiences
Tips For Success	**Perform the Browser Check on the Blackboard log-in page** BEFORE beginning course work. Performing this tune-up ensures optimal performance. (Install Firefox browser for best visual display of online course.) **Print a copy of the course syllabus and schedule**. Keep it by your computer. **Work offline if you prefer**-print your assignments and read them offline, use a word processor to compose your work before posting them to the course. **Check the course website and course email regularly.** **If you have a question**, post it on the course discussion board topic "Ask the Instructor". Often a colleague will have a good answer for you. **Set aside specific times during the week to complete class activities.** If not, your other work will expand to fill all the time you have. **Expect electronic glitches/power outages and plan ahead.** Don't wait until the last minute to submit your work. - If the course website has been working well for you, but begins to "act up," contact the **Blackboard Help Desk** immediately (407-582-5600). **Maintain back-up copies of all of your coursework** on a flash or jump drive.
Questions?	**About the course: Post them in the Discussion Forum** "Ask the Instructor" for the instructor to answer so everyone can see the question and answer. **Personal or private:** Send me a **Message** in Blackboard.

<div align="center">**Communication Protocol**
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Communication is very important in an online course and the medium used in this delivery model is written communication. Written communication can be difficult in that there are no nonverbal cues present. Make sure to be concise and professional when communicating in this course and to use the course Communication Tools appropriately. Students should review the [Rules of Netiquette](#) and follow them at all times when communicating in writing for this course.

1. Students are expected to check Messages, Announcements, My Grades, and the Ask the Instructor Discussion Forum for communication from the instructor.
2. Students are expected to contact the instructor immediately should a problem occur that will affect meeting course deadlines. This communication should be sent through Messages.
3. If you have questions or issues in this course, you must let me know so I can work with you to solve them.

- If you have **course-related questions**, please access the **Support Forum** through the course menu and create a thread in the **Ask Your Instructor forum** with your question. I will answer your question for you and the class usually within 48 hours. Remember if you have a question, other students may have the same question, so don't hesitate to ask. To do this, follow these steps:
  - Access the Support Forum (under Communication) from the Course Menu on the left.
  - Select the Ask Your Instructor forum from the list.
  - Select Create Thread and type your question into the text box. Make sure to include a subject on the subject line. Then click Submit. You should see your message in the list at the bottom.
- If you have a **personal concern or issue**, please use the **Messages** tool to contact me. I will usually respond to you within 48 hours. To do this, follow these steps:
  - Access Messages (under Communication) from the Course Menu on the left.
  - This program works like email. Select my name from the box and move it over.
  - Type a subject on the subject line and your question in the text box. Then click Submit.

I will use the following tools to communicate with you. In addition to the Ask Your Instruction forum, you should check these areas of the course every time you log into the course.

- **Announcements:** The instructor will post a weekly *Announcement* containing a list of assignments to be completed. Additionally, *Announcements* will be posted when the need arises.
- **Messages:** The instructor will send periodic emails to the class and individual students as the need arises and will answer personal questions in the Blackboard *Messages* tool.
- **My Grades:** Students should check *My Grades* for feedback on all assignments. Completed Rubrics will be attached to the Assignment by the instructor and can be accessed once the Assignment has been returned to the student.

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Discussion Protocol
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The Discussion Forum topics are a practical extension of the concepts of school law, teacher ethics, and school safety. They are used to encourage peer interactions and to promote critical thinking with the course content. All students are expected to participate fully in these activities. In order to do so, students should follow the protocol below.

Due date and grading criteria for discussions:

1. Original responses to weekly discussions are due by Thursday at Midnight of the week the discussion is assigned. See module in Blackboard and syllabus for specifics. (Up to 5 points)
2. Replies are due by Sunday at Midnight of the same week. You must reply to 3 other student's original responses to receive full credit. (Up to 5 points)
3. Late responses will receive a reduction in points equal to the number of days late.
4. Inadequate responses and missing replies will constitute a reduction in points.

How to post a message to this forum:

- After accessing the Discussion Forum from the Learning Module, Click on the "Create Thread" button.
- Type in your subject on the subject line, and compose your discussion response.
- Click on the "Submit" button when you are ready to post your discussion topic.

How to reply to a message in this forum:

- After reading another students response or a reply to your response, click on the "Reply" button.
- Type your reply into the text box.
- Click on the "Submit" button when you are ready to post your reply.

A Quality Response:

- Answer each part of the question thoroughly.
- Write about a paragraph (Several sentences) for each part/question.
- Be concise yet thorough.

A Quality Reply:

- Addresses what was in the original post or reply that you are commenting on.
- Expresses your ideas thoroughly but concisely.
- Is more than encouragement or agreement.