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OFFICE: 115, Horrabin Hall
HOURS: Mon 1:00-2:30 PM, Tues 2:30-3:30 PM, Wed 1:00-2:30 PM and by Appointment
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COURSE DESCRIPTION: An analysis of formal legal and ethical problems that will allow students to critique contemporary debates in educational policy, law, and ethics. The course will examine the tension between competing philosophical theories and the construction and function of educational policy. A grade of C or above must be earned for teacher certification. Prerequisite: full acceptance into teacher education program; a grade of C or better in EIS 301. In accordance with Illinois State Board of Education certification rules, all candidates seeking teacher certification are required by Western Illinois University to obtain a grade of “C” or better in all directed general education course, all core courses, and all courses in the option. Note: A “C-” is below a “C”.

RATIONALE: Our graduates will be empowered educational professionals deeply committed to continuous learning and the empowerment of all learners.

The WIU’s Teacher and Professional Education Program empowers candidates to become educational practitioners who engage in informed action that is grounded in knowledge and reflection; who are deeply committed to the highest standards of professional practice; who are able to adapt to emerging social, economic, and cultural landscapes; who are skilled in the use of technological tools that promote teaching and learning; and who are committed to empowering all learners.

COURSE OBJECTIVES: EIS 401G: Educational Law and Policy is a required course for all students in the WIU teacher education program. Students entering EIS 401 will have successfully completed all senior division requirements. This senior seminar examines the relationship between philosophical theory, educational policy, and the legal and ethical concerns of teachers.

Following the presupposition that schooling and education are produced, negotiated, and, organized through ongoing social interaction, students will:

1. Examine the work of prominent educational theorists, including Plato, John Dewey, Paulo Freire, and Nel Noddings;
2. Explore the relationship between this theory and legal and policy decisions that influence teaching, learning, culture, and the organization and operation of schools;
3. Hone critical thinking and examination skills by exploring contemporary educational debates resulting from said legal and policy decisions and cultural change;
4. Determine the impact of such variables on one’s philosophy of education and on one’s personal practices of teaching, learning, and reflection; and
5. Participate in a collaborative learning experience that draws from the expertise and experience of all members of the classroom community, in preparation for the role of professional educator.
EDUCATIONAL APPROACH & EXPECTATIONS

1. This course requires a very high degree of student participation. A failure to draw on the experiences and expertise of participants will cheat all students from access to wider perspectives and, as a result, deeper learning. This course is not lecture-based, but relies heavily on in-class discussions about readings and cases and the issues emerging from both. You are expected to read the required course material before each class session to contribute to our conversations.

2. Readings and case studies selected for this class represent a wide variety of perspectives and ideas that influence education and are by no means a definitive selection of educational legal, political, or ethical issues. Our intent is to use these sources to facilitate discussion, gain awareness that these beliefs and issues impact education, and warrant our reflection and criticism on our own teaching and learning.

3. The dialogic nature of this course requires that we be prepared to draw upon and often disclose our personal experience and beliefs to others in class. This imposes a certain vulnerability upon each of us and with that an important responsibility. Each of us must work to make our classroom a friendly, safe, and non-threatening environment.

EVALUATION & POLICIES

1. Course Assessment & Grading. Your grade for the course will be determined by your performance on the following measures:

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Value</th>
<th>due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>40 Points</td>
<td></td>
</tr>
<tr>
<td>Co-Facilitate a Class Discussion</td>
<td>40 Points</td>
<td>begin 2/14</td>
</tr>
<tr>
<td>Co-Facilitate a Law &amp; Policy Dis. &amp; Case Study</td>
<td>40 Points</td>
<td>begin 2/14</td>
</tr>
<tr>
<td>Mid-Point Learning Artifact</td>
<td>80 Points</td>
<td>2/18</td>
</tr>
<tr>
<td>Beliefs &amp; Policy Reflective Artifact(s)</td>
<td>100 Total (10 Each Entry)</td>
<td>Weekly, by Midnight Friday</td>
</tr>
<tr>
<td>Final Learning Artifact</td>
<td>160 Points</td>
<td>4/8</td>
</tr>
</tbody>
</table>

Grading Scale

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Final Grade</th>
<th>Points for Artifacts are awarded on the following basis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>460 - 432</td>
<td>A</td>
<td>94%+: Work of superior quality, unquestionably of the highest level.</td>
</tr>
<tr>
<td>422 – 414</td>
<td>B +</td>
<td>90%+: Work of excellent quality, high level of understanding.</td>
</tr>
<tr>
<td>413 – 386</td>
<td>B</td>
<td>84%+: Work well above average, at a high level of competence.</td>
</tr>
<tr>
<td>385 – 377</td>
<td>B –</td>
<td>82%+: Work above average, notable competence.</td>
</tr>
<tr>
<td>376 – 368</td>
<td>C +</td>
<td>80%+: Work of average quality, slightly meeting expected standards.</td>
</tr>
<tr>
<td>367 – 340</td>
<td>C</td>
<td>74%+: Work of average quality, meeting expected standards, but no more.</td>
</tr>
<tr>
<td>339 – 331</td>
<td>C –</td>
<td>72%+: Work of below average quality, not meeting expected standards.</td>
</tr>
<tr>
<td>330 – 322</td>
<td>D +</td>
<td>70%+: Work not meeting expected standards.</td>
</tr>
<tr>
<td>321 – 294</td>
<td>D</td>
<td>64%+: Work falling considerably below expected standards.</td>
</tr>
<tr>
<td>293 – 285</td>
<td>D –</td>
<td>62% + Work falling significantly below expected standards.</td>
</tr>
<tr>
<td>Fewer than 285</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

2. Professional Expectations. As teacher candidates it is important that we recognize and embrace WIU's Teacher and Professional Education Program (TPEP) dispositions: collaboration, honesty/integrity, respect, commitment to learning, emotional maturity, responsibility, fairness, and belief that all students can learn (http://www.wiu.edu/CPEP/PDF/DispositionCheck%207-2010.pdf). In the teaching & learning profession academic
honesty must be without reproach. It is expected that for the presentation and assessment of one’s learning students will submit artifacts that represent one’s own ideas, thinking and understanding. Additionally, one’s commitment to learning is demonstrated through class participation and preparation (e.g. coming to class with handouts*, cases* and texts & engaging in class discussions when appropriate).

3. **Professional Development.** Each Student will co-facilitate a letter discussion and a law & policy discussion and case study. For these assignments pairs of students (2-3) will lead our class in a discussion or activity. For the letter discussion students will prepare a presentation to lead our class in a discussion of the assigned letter from Teachers as Cultural Workers. Students are encouraged to be innovative as they identify and critique Freire’s message. For the law & policy discussion and case study students will be assigned particular page assignments & case study to lead our class in that deals with legal, policy and/or ethical issues in a school environment. Early in the semester the instructor will model some different approaches for both the letter discussion and case study. Assignments for both these will be made early in the semester.

4. **Beliefs & Policy Reflective Artifact(s).** WIU’s Teacher and Professional Education Program embraces the values of action, commitment, knowledge, reflection and empowerment. Educational policy is driven by both individual and collective values, beliefs, norms and practices; with this understanding students will submit weekly responses to prompts based on issues raised in class. Prompts will be announced in class and posted on Western Online and will integrate WIU’s Teacher and Professional Education Program’s values. Students will submit brief artifacts (approximately 150-300 words) to the drop box on Western Online by Midnight each Friday.

5. **Mid Point & Final Learning Artifacts.** These artifacts are case study/scenario based and will draw from class readings, case studies, experiences & activities and discussions. Given a case study/scenario(s) students will respond to five questions. A scoring rubric will be provided to students that will be used in the evaluation of the artifact. These artifacts correlate with the Illinois Professional Teaching Standards and the final artifact is the common assessment for this course and used by all EIS 401 instructors. Mid-Point and final artifacts will be written outside of the class meeting time.

6. **Due Dates.** All course requirements should be submitted by Midnight on the assigned due date (via Western Online). Allowances will be made, however, in the case of documented illness or emergency. Please note that it is your responsibility both to inform me of extenuating circumstances and to secure (before the next class session) the notes, assignments, and syllabus changes missed during your absence.

7. **Attendance.** Attendance and participation are vital in this course. No penalty will be assessed for the first absence. A ten-point penalty will be assessed for the second absence. Fifteen-point penalties will be assessed for the third and fourth absences. Persons missing more than four classes will receive no credit for the course.

8. **Student Support.** In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor’s attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 298-2512 for additional services.

9. **Rights & Responsibilities.** As per University Policy on Syllabi, please familiarize yourself with your 'Student Rights and Responsibilities.' Located at [http://www.wiu.edu/provost/students](http://www.wiu.edu/provost/students).

10. **Academic Integrity Policy.** For more information, [http://www.wiu.edu/policies/acintegrity.php](http://www.wiu.edu/policies/acintegrity.php)

**REQUIRED MEDIA TEXTS**

http://www.nea.org/home/30442.htm
The National Education Association Code of Ethics
http://www.forumforeducation.org
The Forum for Education and Democracy

TENTATIVE COURSE SCHEDULE **

<table>
<thead>
<tr>
<th>Date</th>
<th>Major theme:</th>
<th>Print Media:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/19</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>1/24</td>
<td>Historic Ideals &amp; Educational Beliefs</td>
<td>Plato *</td>
</tr>
<tr>
<td>1/26</td>
<td>Democratic Ideals &amp; Educational Beliefs</td>
<td>Dewey *</td>
</tr>
<tr>
<td>1/31</td>
<td>Educational Law &amp; Legal Responsibilities</td>
<td>SL (1-7); La Prad *</td>
</tr>
<tr>
<td>2/2</td>
<td>Educational Law &amp; Legal Responsibilities</td>
<td>La Prad *; Carlson, K. (media)</td>
</tr>
<tr>
<td>2/7</td>
<td>Politics, Policies &amp; Ethical Responsibilities</td>
<td>Carlson, K.; La Prad *</td>
</tr>
<tr>
<td>2/9</td>
<td>Politics, Policies &amp; Ethical Responsibilities</td>
<td>La Prad *</td>
</tr>
<tr>
<td>2/14</td>
<td>Freire Intro &amp; Teacher Contracts</td>
<td>TCW-FW; SL (8-20); Case 1 *</td>
</tr>
<tr>
<td>2/16</td>
<td>Teacher Contracts, Tenure &amp; Bargaining</td>
<td>TCW-Ltr 1; SL (20-28); Case 2 *</td>
</tr>
<tr>
<td>2/21</td>
<td>Responsibilities &amp; Liabilities</td>
<td>TCW-Ltr 2; SL (30-38); Case 3 *</td>
</tr>
<tr>
<td>2/23</td>
<td>Responsibilities &amp; Liabilities</td>
<td>TCW-Ltr 3; SL (39-49); Case 4 *</td>
</tr>
<tr>
<td>2/28</td>
<td>Teacher Freedom of Expression</td>
<td>TCW-Ltr 4; SL (51-66); Case 5 *</td>
</tr>
<tr>
<td>3/2</td>
<td>Student Freedom of Expression</td>
<td>TCW-Ltr 5; SL (70-80); Case 6 *</td>
</tr>
<tr>
<td>3/7</td>
<td>Due Process of Students</td>
<td>TCW-Ltr 6; SL (82-88); Case 7 *</td>
</tr>
<tr>
<td>3/9</td>
<td>Due Process of Teachers</td>
<td>TCW-Ltr 7; SL (89-90); Case 8 *</td>
</tr>
<tr>
<td>3/21</td>
<td>Religion &amp; Public Education</td>
<td>TCW-Ltr 8; SL (93-100); Case 9 *</td>
</tr>
<tr>
<td>3/23</td>
<td>Discrimination &amp; Equal Protection</td>
<td>TCW-Ltr 9; SL (102-117); Case 10 *</td>
</tr>
<tr>
<td>3/28</td>
<td>Parents’ rights (FERPA)</td>
<td>TCW-Ltr10; SL (130-141); Case 11*</td>
</tr>
<tr>
<td>3/30</td>
<td>Legal Implications of NCLB</td>
<td>TCW-LW; SL (144-149); Case 12 *</td>
</tr>
</tbody>
</table>

* denotes materials on WesternOnline.
** Subject to change without notice. Syllabus changes (readings, specific due dates of assignments) will be announced in a timely manner.

SELECTED BIBLIOGRAPHY


ILLINOIS PROFESSIONAL TEACHING STANDARDS (until June, 2013)
The content/requirements of this course address the following portions of the Illinois Teaching Standards:

STANDARD 1 - Content Knowledge
The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students.

1L. facilitates learning experiences that make connections to other content areas and to life and career experiences.

STANDARD 7 – Communication
The competent teacher uses knowledge of effective written, verbal, non-verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7C. understands the social, intellectual, and political implications of language use and how they influence meaning.

STANDARD 10 - Reflection and Professional Growth
The competent teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

10A. understands that reflection is an integral part of professional growth and improvement of instruction.
10B. understands methods of inquiry that provide for a variety of self-assessment and problem-solving strategies for reflecting on practice.
10F. collaborates with other professionals as resources for problem-solving, generating new ideas, sharing experiences, and seeking and giving feedback.
10G. participates in professional dialogue and continuous learning to support his/her own development as a learner and a teacher.

STANDARD 11 - Professional Conduct and Leadership
The competent teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve students’ learning and well-being.

11A. understands the unique characteristics of education as a profession.
11B. understands how school systems are organized and operate.
11C. understands school policies and procedures.
11D. understands legal issues in education.
11Q. promotes and maintains a high level of integrity in the practice of the profession.
National Education Association’s Code of Ethics

PRINCIPLE I: Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfillment of the obligation to the student, the educator—

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly—
   a. Exclude any student from participation in any program
   b. Deny benefits to any student
   c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II: Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service. In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons. In fulfillment of the obligation to the profession, the educator—

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

Adopted by the NEA 1975 Representative Assembly
http://www.nea.org/home/30442.htm