**COURSE SYLLABUS**

**Department:**    Educational Leadership and Policy Analysis

**Course Number:**   5200/6200

**Course Title:** Emerging Perspectives Influencing the School

**Semester Hours:**   6 semester hours

**Instructor:**  Virginia P. Foley, Ed.D.

Contact information:  706-218-2986 (cell)

                                423-439-7615 (office)

[foleyv@etsu.edu](mailto:foleyv@etsu.edu)

Office hours:             By appointment, virtually or face-to-face

                               Online live on D2L Thursdays 6:00-8:00 p.m.

                               Email is best way to contact me.  Will respond within 48 hours.

                               If need quicker response, please call me on my cell phone.

**Date of this Revision of Syllabus:**  Summer 2012

**Text(s) and/or Required Readings for Both ELPA 5200 and ELPA 6200 Students:**

Spring, J.  *The American School:  A global context from the puritans to the Obama era.* (2011, 8thedition).McGraw-Hill.*ISBN #978-0-07-809784-3*

Kozol, J. *The Shame of a Nation.* (2005).  Three Rivers Press.

 ISBN-13:  978-1-4000-5245-5

 Ozmon, H. A., *Philosophical Foundations of Education*  (2012, 9th edition) Prentice-Hall.  ISBN#   978-0-13-254074-2.

**Catalog Description:**  Course will critically analyze philosophical and cultural issues reflective of the local, regional, national, and global social contexts of which the schools are a part.  Student will learn legal and regulatory applications of school leadership.  Budget planning, development, and implementation will be examined as a logical outgrowth of the environmental context influencing schools.

**Additional Course Information:**  None

**Special Needs Policy**

It is the responsibility of any student with special needs to notify the course instructor of such needs within the first two weeks of the course.  If you are a student with a special need seeking accommodations you are invited to make an appointment with the instructor during the class break.  The Office of Disability Services’ phone number is (423) 439-8436.

**Academic Dishonesty**

You are a member of an institution of higher learning, East Tennessee State University (ETSU).  As a member of this institution, you are entrusted with adhering to the ideals and rules of governing ETSU.  Academic dishonesty such as cheating and plagiarism detract from the value of the degrees offered at ETSU and seriously undermine the ideals set forth by ETSU’s governing body.  Therefore, cheating, plagiarizing or any form of academic dishonesty will not be tolerated.  Academic dishonesty will result in a minimum of a failure on the assignment and potential failure of the course.  In a nut shell: Do your own work.

**Relationship of Course to College and Program Philosophy and Goals:** This course encourages students to use critical thinking and reflection to be able to articulate their philosophy, ethics, and values.  It continues the Administration Endorsement Program focus upon the knowledge, skills and dispositions outlined in our College of Education Conceptual Framework and the Interstate School Leaders License consortium (ISSLC) Standards that each candidate is developing in the course of the program.   Candidates will gain understanding of the legal system that supports the diversity of citizens and their rights in relation to school setting.  They will examine a broad range of viewpoints, issues, and constituency groups which influence America's schools to enhance their appreciation for, and understanding of, the diverse stakeholders served directly or indirectly by the schools.

**Course Objectives as Related to the ISLLC Standards:**

The student will demonstrate proficiency in relation to the skills, knowledge, and dispositions included in the professional standards for school administrators.

**Suggested Internship Activities Appropriate to the ISLLC Standards Addressed by the Course:**

Throughout this course, students should strive to engage in internship activities which correspond to the ISLLC standards which provide the conceptual foundation for the course, as well as activities which address the four areas of individual concern identified through the NPBEA Self-Assessment Instrument at the beginning of the program.  Students are reminded that internship activities must encompass all grade levels, K-12, central office settings, community agency settings, and work with diverse populations.  Therefore, it may well be that a student might find it educational to engage a given activity several times, in a variety of educational settings.

**Previously Productive Internship Activities Include:**

*Law:*  Attend juvenile court; work for/with a juvenile judge; attend IEP meetings; follow a truancy case; interview or work with a school attorney; attend workshops on legal issues; study district policies; attend board meetings; attend administrative staff meetings; study Special Education law and its implications for administrative policy and practice.

*Finance, budgeting, and budget management:*  work with central office person on budget; write a grant, in conjunction with a district level program; analyze existing grants; work with a principal on a school budget, work with the school secretary on management of the budget, sit in on school's site-based meeting dealing with budget, interview private sector representatives to gain a "business" perspective on administering schools; attend board budget meetings; study the Financial Management Manual provided by the State.

*Ethics:*  study or develop an ethical standards policy for the district.

*Educational Philosophy and History*:  Interview a state legislator, school board member, or elected official who influences the schools; attend a county commission meeting; research a specific educational philosophy and determine its current relevance to curriculum; visit school with heavy minority base of students (e.g., in Knoxville, Cherokee, etc.).

**Course Requirements:**

* Five Essays on assigned topics                            20 points each

*Submit essays in the dropbox assigned to that essay.*

*Topics and directions are located on D2L in Content area.*

* Seven Current Events discussions                      10 points each

*Students will upload news items on current events in education.*

*Each student will be assigned a week to identify the events and*

*facilitate the discussions.*

* Three School Law discussions                             10 points each

*This is location for School Law presentations and discussions.*

*Students enrolled in 6200 level will research and present on an*

*assigned topic of law.  Presentations may be done using powerpoints,*

*podcasts, videos, etc.  These students are responsible for facilitating*

*the discussion during their presentation week.*

* Two discussions on inequity                                 25 points each

*Students will read and discuss textbook Shame of the Nation.*

*Students will watch and discuss movie “Waiting for Superman.”*

* History and Philosophy Presentation                  75 points

*Students will read textbooks, The American School and Educational Philosophies.*

*Students will work in small groups to prepare timelines identifying key events that*

*have shaped education in America.  Students will identify the philosophies that*

*shaped those events.  A product that can be printed is expected to accompany*

*this presentation (powerpoint, word document, etc.). These will be presented*

*discussion area on D2L.*

* History and Philosophy Discussion                     25 points

            Class will discuss each presentation.

Students in 6200 will complete all of the above assignments and in addition will prepare a presentation on a law topic assigned by instructor.

* Law topic presentation                                     40 points
* Facilitation of discussion on law topic                 10 points

**Grading Scale:**

A         93 -- 100% of total points

B         92 – 85% of total points

C         84 – 79% of total points

F          < 78% of total points

**Schedule:**

May 3—Course Opens

Law Discussion on Special Education, presented and facilitated by instructor (closes May 13)

Current Events Discussion, presented and facilitated by instructor (closes May 13)

            Curriculum Module Opens (closes May 13)

May 10—

Law Discussion on Religion and Schools opens (closes on May 20). Presented and facilitated by April and Tiffany.

Current Events Discussion facilitated by Heather opens (closes on May 20).

Safe Schools Module opens (closes May 20).

May 17—

            Current Events Discussion facilitated by Dan opens (closes May 27).

            Education as a Profession Module opens (closes May 27).

May 24—

           Law Discussion on Due Process opens (closes on June 3).

            Presented and facilitated by Rachel and Jim (closes on June 3).

            Current Events discussion facilitated by April opens (closes on June 3).

May 31—

            Current Events discussion facilitated by April opens (closes on June 10).

            Kozol’s Shame of the Nation discussion opens (closes on June 10).

            Diversity Module opens (closes on June 10).

June 7—

           Current Events discussion facilitated by Tiffany opens (closes on June 17).

           “Waiting for Superman” discussion opens (closes on June 17).

            Where We Stand Module opens (closes on June 17).

June 14—

            Current Events discussion facilitated by Jim opens (closes on June 24).

            History and Philosophy presentations and discussions open (close on June 30).

June 21—

            Current Events discussion facilitated by Rachel opens (closes on June 30).

            History and Philosophy discussions remain open (close on June 30).

            Final Course reflection opens (closes June 30).

**Supplementary Readings and Materials:** As assigned.

**Bibliography:**

Anderson, K. (1997). Public school spending: The truth. Education Digest, 62(5), 4-9.

Beckham, J. C. (1997). Student searches in public schools: focus on legal issues for school administrators. Arlington, VA: Educational Research Service. (ERICDocumentReproduction Service No. ED 411 588).

Biddle, B.J. (1997). Foolishness, dangerous nonsense, and real correlates of state differences in achievement. (implications of the lack of funding and poverty on the educational system). Phi Delta Kappan, 78(1), 8-15.

Bracey, G.W. (1997). Money matters: no it doesn’t, yes it does. Phi Delta Kappan, 78(2), 162-64.

Brown, P. (1995). Strategies for linking school finance and students’ opportunity to learn. Washington, DC: National Governors’ Association. (ERIC Document Reproduction Service No. ED 387 903).

Campbell, E. (1997). Ethical school leadership: Problems of an elusive role. Journal-of-School-Leadership,7(4), 287-300.

Charter school laws: do they measure up? (1996). Washington, DC: American

Federation of Teachers. (ERIC Document Reproduction Service No. ED 410 668).

Corkill, P.M. & Hendricks, J.R. (1997). Learning the law and loving the school attorney less. School Administrator, 54(10), 6-9.

De Luna, P. (1998). Local education foundations: right for many schools. Phi Delta Kappan, 79(5), 385-89.

*DeMitchell, T.A. (1997). “The right to direct the upbringing of a child.” Parent as sovereign and the state as educator: A balance of vital interests. International Journal of Educational Reform, 6(3), 368-76.*

DeMitchell, T.A. (1997). A symbolic union?  Public instruction in the private school. “Agostini v. Felton.” International Journal of Educational Reform, 6(4), 482-89.

*Dowling-Sendor,B. (1998). Taking sexual harassment seriously. American School Board Journal, 185(2), 16-17.*

Fossey, R. & DeMitchell, T.A. (1996). “Let the master answer”: Holding schools

vicariously liable when employees sexually abuse children. Journal of Law and

Education,25(4), 575-99.

Heslep, R.D. (1997). The practical value of philosophical thought for the ethical

dimension of educational leadership. Educational-Administration-Quarterly, 33(1), 67-85.

Klicka, C.J. (1997). Home schooling in the United States: A legal analysis (Rev.

Ed.).Paeonian Springs, VA: Home School Legal Defense Association. (ERIC Document Reproduction Service No. ED 407 707).

Kuhn, M.J. (1996). Student dress codes in the public schools: Multiple perspectives in the courts and schools on the same issues. Journal of Law and Education, 25(1), 83-106.

LaMorte, M.W. (1996). School law: Cases and concepts (5th ed.). Needham Heights, MA: Allyn & Bacon.

*Latham, A.S. (1998). School vouchers: much debate, little research. Educational*

*Leadership, 56(2), 82-3.*

McKerrow, K. (1997). Ethical administration: An oxymoron. Journal-of-School-

Leadership, 7(2), 210-25.

*Miner, B. (1998). Why I don’t vouch for vouchers. Educational Leadership, 56(2), 40-42.*

Murray, S.E., Evans, W.N., & Schwab, R.M. (1998). Education-finance reform and the distribution of education resources. American Economic Review,  88(4), 789-813.

National School Boards Association. (1997). Ethical schools administration. Updating-School-Board-Policies, 28(2), 1-5.

Petzko, V. N. (1998). Preventing legal headaches through staff development:

Considerations and recommendations. NASSP Bulletin, 82(602), 35-42.

Reed, D.S. (1998). Twenty-five years after Rodriguez: School finance litigation and the impact of the new judicial federalism. Law & Society Review, 32(1) 175-220.

*Reinhiller, N. & Thomas, G.J. (1996). Special education and home schooling; How laws interact with practice. Rural Special Education Quarterly, 15(4), 11-17.*

*Schultze, E.W. & Martinez, T.J. (1996). Into the snakepit: Section 1983 liability under the state-created danger theory for acts of private violence at school. West’s Education Law Quarterly, 5(1), 175-88.*

*Sendor, B. (1997). When may student clubs meet? American School Board Journal, 184(8), 14-15.*

Splitt, D.A. (1996). Looking back on 18 years of school law. Executive Educator, 18(7), 11, 39.

Sultanik, J.T. (1997). Legal rights in cyberspace. School Business Affairs, 63(5), 25-33.

Termination of school employees: legal issues and techniques. (1997). Alexandria, VA: National School Boards Association, Council of School Attorneys. (ERIC Document Reproduction Service No. ED 408 675).

*Underwood, J.K. & Mead, J.F. (1996). Establishment of religion analysis: The “Lemon” test or just lemonade? Journal of Law and Education, 25(1), 55-82.*

Waldron, J. (1997). Education and equality: The battle for school funding reform.

Human Rights, 24(3), 10-12.

Weglinsky, H. (1997). How money matters: The effect of school district spending on academic achievement. Sociology of Education, 70(3), 221-237.

What’s in a name? Heritage or hatred: The school mascot controversy. (1996). Journal of Law and Education, 25(2), 381-85.

Willower, D.J. & Licata, J.W.  (1997). Values and valuation in the practice of educational administration. Thousand Oaks, CA: Corwin Press, Inc.

Wolohan, J.T. (1996). Sexual harassment of students by students; Do school

administrators have an affirmative duty to prevent such conduct? West’s Education Law Quarterly, 5(1), 129-39.

Zirkel, P.A. (1997). Educators’ political activities: Legal brief. NASSP Bulletin, 81(592), 101-04.

*Zirkel, P.A. (1997). A rare religious reversal. Phi Delta Kappan, 79(4), 330-31.*