



Department of Educational Leadership, Evaluation, and Organizational Development:
Educational Administration Leadership

Course Number and Title:

LEAD 620 – Education Law & Policy Review in P-12 Education

Lead Instructor: Dr. Keith Davis

Office Hours:

Phone:

E-mail Address:

Catalog Description:

Examination of constitutional, statutory, regulatory, and policy provisions, and court decisions affecting P-12 educational leadership.

Course Purpose:

Introduce school leaders to landmark educational law cases, examine the historical legal foundations of public education in the national and state context (with an emphasis on Kentucky law and policy as appropriate to the cohort locale), develop an awareness of the educational law at national, state, and local policy-making process, and provide a framework for considering day-to-day student and staff legal issues in the context of reason, policy, and law.

Course Content Overview:

The focus of this course will be on the legal framework that governs the day to day operations of a modern P-12 school. This will include foundational statutes regarding such as the Kentucky Constitution, state statutes governing roles and responsibilities of various educational stakeholders (principal, teachers, Board of Education members, legislators, parents, and students), federal laws and court decisions on special education, civil rights, and education reform, the regulatory framework created by the Kentucky Board of Education, the operational policies and procedures created by local Boards of Education, and school-level policies enacted by site-based councils.

Course Objectives:

- Interpret US judicial and legislative systems and the formation of laws relating to public education (9H).
- Understand the legal context within which schools function and the legal system that affects the operation of public schools in Kentucky and the United States (3D, 3H, 9H, 10I).

- Develop an understanding of the legal issues surrounding religion and the public schools including school-sponsored prayer, Bible reading and instruction, facility usage, and religious rights of students and staff (2D, 9H, 9K).
- Operate an orderly school community while respecting students' legal and constitutional rights, focusing on student searches and seizures, freedom of expression, due process and disciplinary actions (2D, 3D, 3E, 9H, 10I).
- Ensure appropriate and legally required services for students with disabilities (3D).
- Analyze and apply policies to protect student and staff health and safety, and protecting the school community from liability arising from failure to do so (2A, 9K).
- Gain an understanding of student and staff confidentiality requirements, especially involving the Family Rights and Privacy Act (9H, 9K).
- Develop an understanding of and strategies to protect teacher and staff freedoms in the context of employment while maintaining proper employee behavior to protect the school culture (2D).
- Understand the importance of guarding against discrimination or harassment in any form in the hiring process or the workplace (2A, 3H, 9H).
- Ensure the protection of students and the ability of students to receive appropriate educational services by applying appropriate employment concepts, including teacher tenure, discipline, and dismissal (2A, 9H).
- Gain a conceptual and practical understanding of the roots of school segregation, possible alternatives, the effects of desegregation, and the utility of various types of student assignment plans (2D, 3E).

Required Texts & Readings:

Essex, N. L. (2016). *School law and the public schools: A practical guide for educational leaders* (6th ed.). Upper Saddle River, NJ: Pearson Education.

Recommended Readings:

[KDE Kentucky Laws and Regulations Page](#)

[Kentucky School Laws](#)

[Kentucky Legislature Home Page](#)

[Each Child, Every Child - From Equity to Adequacy in Kentucky's Schools: The Legacy of the Council For Better Education.](#)

[Guidance on Constitutionally Protected Prayer in Public Schools](#)

[Rose v. Council for Better Education – KY Supreme Court Decision](#)

[Original Text – 1990 HB940 - KERA](#)

[FCA – Student Rights handbook](#)

[Findlaw.com – Links to cases, news events, and practice materials](#)

[Justia – Links to cases, codes, regulations news, and commentary](#)

[Legal Information Institute – Cornell Law School – Federal & state Cases, statutes, and regulations](#)

[The Public Library of Law – State & federal cases & links to federal and state statutes/regulations](#)

[Washlaw – Legal Research – Federal and state court, legislative and administrative resources](#)

[Case Brief Examples](#)

How to Brief Cases – Explanation and Example

Relevant Professional Standards Met by Course:

Standard 2: Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Effective leaders:

- 2A. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- 2D. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

Standard 3: Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Effective leaders:

- 3D. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- 3E. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- 3H. Address matters of equity and cultural responsiveness in all aspects of leadership.

Standard 9: Operations and Management

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Effective leaders:

- 9H. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations to promote student success.

Standard 10: School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Effective leaders:

- 10I. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly

communicating the need for, the process for, and outcomes of improvement efforts.

PSEL Standard	A	B	C	D	E	F	G	H	I	J	K	L
2. Ethics and Professional Norms	X			X								
3. Equity and Cultural Responsiveness				X	X			X				
9. Operations and Management								X				
10. School Improvement									X			

Required Course Modules:

Module 1: Foundations & Governance of Public Schools in Kentucky and the United States

Module Content Summary – This module will cover the following topic(s): The structure of public education governance, especially in Kentucky, the relationship between federal, state, and local authority, the legal status of the local Board, the laws and decisions that form the foundation of Kentucky's school program.

Standards Addressed – 9H, 10I

Learning Targets –

- Understand the legal context within which schools function and the legal system that affects the operation of public schools in Kentucky and the United States
- Explain the history and importance of the Kentucky Education Reform Act and subsequent changes to Kentucky Statutes

Assignment(s) --

Assessment(s) –

Points --

Module 2: Religion in the Public Schools

Module Content Summary – This module will cover the following topic(s): School prayer, religious clubs, student rights to religious expression, Bible reading, Bible instruction.

Standards Addressed – 2D, 9H, 9K

Learning Targets –

- Be able to determine the legality of various issues related to religion in public schools.
- Ensure that a constitutionally appropriate balance is maintained to protect religious rights and avoid excessive entanglement with religion in keeping with the First Amendment.

Assignment(s) – Research Task 1 related to religion in school

Assessment(s) –

Points --

Module 3: Student rights and restrictions and liability for school and staff

Module Content Summary – This module will cover the following topic(s): records, FERPA, school safety, search/seizure, student expression, student discipline,

Standards Addressed – 2A, 2D, 3D, 3E, 9H, 9K,10I

Learning Targets –

- Possess sufficient knowledge to direct staff and teachers on the handling of student records and private matters under FERPA.
- Ensure that student rights to privacy related to search and seizure and free expression are maintained in an orderly school environment.

Assignment(s) – Research task 1 related to student rights.

Assessment(s) –

Points --

Module 4: Individuals with Disabilities Education

Module Content Summary – This module will cover the following topic(s): The appropriate administration of the special education program under federal and state law and board policy.

Standards Addressed – 3D

Learning Targets –

- Capability to administer the special education program, especially understanding the requirement for Free Appropriate Public Education.
- Understand the differences in requirements for discipline and confidentiality for students with learning disabilities.

Assignment(s) –

Assessment(s) –

Points --

Module 5: Employment Discrimination

Module Content Summary – This module will cover the following topic(s): Due process and discrimination, Americans with Disabilities Act, gender discrimination, age discrimination, hiring questions,

Standards Addressed – 2A, 3H, 9H

Learning Targets –

- Develop a safe, fair, non-discriminatory workplace where the staff is valued for their contributions.
- Prevent personal, school, or district liability or lawsuits related to illegal discrimination in employment.

Assignment(s) --

Assessment(s) –

Points --

Module 6: Tenure, dismissal, due process and teacher rights and freedoms

Module Content Summary – This module will cover the following topic(s): Freedom of expression, academic freedom, social media usage, teacher professionalism, teacher right to privacy

Standards Addressed – 2D

Learning Targets –

- Explain the balance between teacher freedom and privacy about being a public school employee and the restrictions that come with that status.
- Outline the due process provisions for dismissing a teacher, including the statutory basis, the Professional Code of Ethics, local Board policy.

Assignment(s) -- Research Task 1 related to Teacher Speech

Assessment(s) –

Points --

Module 7: School Desegregation

Module Content Summary – This module will cover the following topic(s): Judicial arguments regarding desegregation, consequences of desegregation, current trends in desegregation and student assignment plans.

Standards Addressed – 2D, 3E

Learning Targets –

- Discuss the history of school desegregation in the United States and Kentucky (especially Jefferson County), including the reasons, history, current status, and possible future directions
- Reflect on the consequences, both positive and negative, to minority students and community that have arisen as a result of desegregation efforts.

Assignment(s) –

Assessment(s) –

Points --

Module 8: Useful Topics for School Principal

Module Content Summary – This module will cover the following topic(s): Student custody issues, student behavior responses, special education discipline, civility, SBDM policy areas, and other legal topics of interest to the student

Standards Addressed – 2A, 2D, 3D, 3E, 9H, 9K,10I

Learning Targets –

- Analyze, explain, and reflect on landmark legal cases affecting education.
- Examine and revise policies at the local school level.
- Explore and explicate real-world legal issues and lead training in an advised course regarding that particular issue.

Assignment(s) – 1. Embedded Clinical A (principal legal issues)

2. Embedded Clinical B (school SBDM policy manual review)

3. Embedded Clinical C (policy revision)

4. Embedded Clinical D (legal video)

5. Threaded Action Research Topic (see below)

Assessment(s) –

Points --

Anchor Tasks:

1. **Hallmark Assessment Task (HAT)**
 - a. See HAT below
2. **Threaded Action Research Project**
 - a. Examine current SBDM policy (or Board policy if appropriate) to determine which of these policies directly or indirectly impact your problem of practice. For example, if your problem of practice is centered on appropriate resources for English language learners, what SBDM policies should guide those practices?
 - b. Use the repository of sample policies found on the Kentucky School Boards website (<https://www.ksba.org/>) and/or the Kentucky Association of School Councils (<https://www.kasc.net/>). Note: If your school has a council in advisory status only, the policies are still in place and subject to review and revision throughout the advisory status for your school-based council.
 - c. Report your findings in a narrative similar in structure to the action research findings guidelines in the Mertler book for education research.
3. **Research task**
 - a. Students will prepare case briefs on four landmark education cases in the areas of Student Rights, Desegregation, Religion, Teacher Speech using the links above as resources and examples. Each brief must include the following headings: Citation, Facts, Issue, Decision, Reason, Concurrences/Dissents, and Personal Reaction/Reflection. Students may choose cases from the following list, or request permission from the instructor to brief a different case: Brown v. Board of Education (segregation), Lemon v. Kurtzman (religion in schools), Tinker v. Des Moines (student speech), Abington School District v. Schempp (religion in school), Garcetti v. Ceballos (teacher free speech), New Jersey v. TLO (student search), Board of Education v. Rowley (special education), Forrest Grove School District v. T.A. (special education), Honig v. Doe (special education), Hazelwood School District v. Kuhlmeier (student speech), Parents Involved in Community Schools v. Seattle School District (desegregation).
4. **Embedded Clinical Experience(s)**
 - a. Interview a current principal to discuss at least three distinct legal issues that they have faced in recent years at their school. Review their decisions based on your knowledge of school law and using text content from the course (3-5 pages, 12 Times New Roman font, APA formatted)
 - b. Locate the SBDM Council Policies for your assigned school. Locate the statute (KRS) establishing SBDM councils. Locate the district Board Policy governing SBDM Councils. Review the Kentucky Association of School Councils web site for required and "best practice" policies. Utilize this information to conduct a review of the assigned school's SBDM policy manual, making suggestions related to compliance and recommendations for policy amendments or additional policies that should be included that would assist in improving student achievement and school operational

efficiency. Organize your recommendation into a written report beginning with a summary of the task, findings, and ending with recommendations for improvement.

- c. In consultation with your mentor principal, determine a school policy or informal procedure that needs improvement, streamlining, or better communication (i.e. visitor policy, field trips, teacher observation, classified staff evaluation). Through interviews with pertinent persons (including those affected) and consultation with statutes, regulations, and policies, develop or revise the policy and procedure in a written form (including flow-charts or other visual representation) to provide clarity and justification.
- d. Sample at least five teachers in your current building who work in various capacities and grade levels to determine a legal topic about which you will develop a short (10 minute) video training. Examples might include a faculty advisor's role in student clubs, a teacher's rights regarding student discipline, students' rights to free expression in-class assignments, but the possibilities are endless. Produce said video training – it can be in the form of an actual video of you presenting the training, or a narrated MS PowerPoint training. This should be useful to the audience.

Criteria for Determination of a Grade:

Module	Activity	Due Date	Point Value
1	Legal Framework for Public Schools		10
2	Foundations & Governance of Public Schools in Kentucky		
			10
3	Individuals with Disabilities Education		
			10
4	Student Rights and Restrictions		10
5	Employment Discrimination		
			10
6	Tenure, Dismissal, and Due Process		10
7	Teacher rights and Freedoms		10
8	Useful Topics for School Principal		
			10

Hallmark Assessment Task (HAT)	Anchor Task-			16
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Determination of grade:

90-100 points =	A	(98 = A+), (93-97 =A), (90-92 = A -)
80-89 points =	B	
70-79 points =	C	
60-69 points =	D	
<60 points =	F	
Incomplete =	I	

Hallmark Assessment Task (HAT):

Purpose of the Assignment:

The assignment is designed to assess a candidate's ability to be an effective educational leader when addressing a school challenge that has legal ramifications. A candidate will use knowledge learned in class, in the assigned readings, and from research to address a legal problem the candidate may face as an educational leader.

Standards Assessed Holistically: 2A, 2D, 3D, 3E, 9H, 9K,10I

Task (General):

The candidate will identify a situation with legal ramifications that currently exists or has existed in a school or school district. The candidate will provide an assessment of the legal problem based on what you have learned in class. While briefs are syntheses, you might read the majority opinion in full before composing the brief. The instructor must approve the topic in advance. Candidates are encouraged to take notes and highlight material throughout the initial reading. Consider recommendations for the school leader. Upon request, the instructor may provide topics for the assignment.

Once the assignment topic is selected, the candidate will:

- investigate and review the facts relevant to the situation;
- research the laws and legal precedent that may be instructive for the situation;
- apply the legal provisions that are most directly on point to the situation; and,
- conclude as to how the situation should be addressed with a legally permissible and most appropriate strategy.

Task (Specific):

Each candidate must write a brief urging the court to decide in favor of, or opposition to, the issue or situation identified. Using Kentucky laws relating to the chosen issue, please write no more than 10 pages, double-spaced, in support of your argument.

Rubric for Hallmark Assessment:

Task	Insufficient Evidence	Developing	Target	Exemplary
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1. Gather and review the facts	<p>The relevant facts have not been identified and /or the critical issues have not been identified.</p> <p>0 Points</p>	<p>Some relevant facts and some of the critical issues have been identified.</p> <p>2.5 Points</p>	<p>The relevant facts and critical issues have been identified.</p> <p>3.75 Points</p>	<p>The relevant facts have been clearly and precisely identified, and there is a detailed explanation of the critical issues.</p> <p>5 Points</p>
2. Research the laws and legal precedent that may be instructive for the situation	<p>The laws and legal precedents identified do not help resolve critical issues.</p> <p>0 Points</p>	<p>The laws and legal precedent identified reflect some attempt at research relative to the critical issues.</p> <p>2.5 Points</p>	<p>The laws and legal precedent identified reflect research relative to the critical issues.</p> <p>3.75 Points</p>	<p>The laws and legal precedent identified reflect thorough research relative to the critical issues</p> <p>5 Points</p>
3. Apply the legal provisions that are most directly on point to the situation	<p>There is little or no evidence of critical and analytical thinking to identify appropriate options and accurate prohibitions under the law addressing the situation.</p> <p>0 Points</p>	<p>The legal research is partially or weakly analyzed to consider options and prohibitions under the law relative to the situation.</p> <p>2.5 Points</p>	<p>The legal research is analyzed to consider options and prohibitions under the law relative to the situation.</p> <p>3.75 Points</p>	<p>The legal research is thoroughly analyzed to consider options and prohibitions under the law relative to the situation.</p> <p>5 Points</p>
4. Conclude as to how the situation should be addressed with	<p>The law is incorrectly applied to the critical issues and a legally impermissible result is reached; inappropriate</p>	<p>The law is applied to the critical issues to reach a questionable legal, and legally permissible steps to</p>	<p>The law is applied to the critical issues to reach a permissible legal result, and legally</p>	<p>The law is applied to the critical issues to reach the</p>

a legally permissible and most appropriate strategy.	steps to apply the result are described. 0 Points	apply the legal result are described. 2.5 Points	permissible steps to apply the legal result are described. 3.75 Points	best and correct legal result and legally appropriate steps to apply the correct legal result are described. 5 Points
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TENTATIVE CLASS SCHEDULE – SUBJECT TO CHANGE AT DISCRETION OF INSTRUCTOR:

Date	Week #	SUGGESTED ACTIVITIES AND DUE DATES ON ASSIGNMENTS
12-12-19	Week 1	ACTIVITIES: ASSIGNMENT DUE:
	Week 2	ACTIVITIES: ASSIGNMENT DUE:
	Week 3	ACTIVITIES: ASSIGNMENT DUE:
	Week 4	ACTIVITIES: ASSIGNMENT DUE:
	Week 5	ACTIVITIES: ASSIGNMENT DUE:
	Week 6	ACTIVITIES: ASSIGNMENT DUE:
	Week 7	ACTIVITIES: ASSIGNMENT DUE:
	Week 8	ACTIVITIES: ASSIGNMENT DUE:
	Week 9	ACTIVITIES:

		ASSIGNMENT DUE:
	Week 10	ACTIVITIES: ASSIGNMENT DUE:
	Week 11	ACTIVITIES: ASSIGNMENT DUE:
	Week 12	ACTIVITIES: ASSIGNMENT DUE:
	Week 13	ACTIVITIES: ASSIGNMENT DUE:
	Week 14	ACTIVITIES: ASSIGNMENT DUE:
	Week 15	ACTIVITIES: ASSIGNMENT DUE:
		Everything Due No Later Than Today

Bibliography:

Alexander, K., Alexander, M.D. (1998). *American public-school law*. (8th ed.) Belmont, CA: Wadsworth.

Cambron-McCabe, N. H., McCarthy, M. M., & Eckes, S. E. (2014). *Legal rights of teachers and students*. (3rd ed.). Pearson Education, Inc.

Essex, Nathan L. (2008). *School law and public schools*. (4th ed.), Pearson Education, Inc.

Rothstein, L. F. (2000). *Special Education Law*. (3rd ed.) New York, NY: Addison Wesley Longman.

Foliotek Electronic Assessment System (EAS):

Foliotek's electronic assessment system will replace LiveText in Spring 2020. This web-based system contains portfolios of courses and assessments based on requirements outlined on programs' curriculum sheets. Faculty and students will use a Foliotek Single Sign On (SSO) link in Blackboard to log in to Foliotek. Students are associated with portfolios respective to the program(s) they pursue.

Foliotek resources for you are located on the College's website, www.louisville.edu/education/foliotek. These include step-by-step guides and videos. You can also access the "Resources" and "Help" areas in Foliotek to find information on getting support via telephone, live chat, and email.

Several critical aspects of Foliotek that you need to know are listed below.

- You are not charged for the use of Foliotek.
- Faculty will create a Foliotek SSO link in your Blackboard course. The SSO links are the portals through which you will access the Foliotek system.
- You should click on the Foliotek SSO link for **each course** in which you are currently registered at least once during the semester. This first click will integrate Blackboard and Foliotek, associating you with your courses and instructors in Foliotek.
- After you have clicked on each SSO course link once, you can open your Foliotek-hosted courses from any current course listed in Blackboard to access portfolios, courses, and assignments.
- You can submit coursework in numerous formats, including Microsoft Word, Excel, PowerPoint, link(s), PDF files, video files, etc.
- If there is an issue with the system, you can click on “Resources” or the “Help” link to find appropriate resources.
- The “Help” menu offers directions for contacting Foliotek via email, live chat, or toll-free phone number.
- CEHD email and phone number for assistance with assignments are foliotek@louisville.edu or 502-852-1360.

Writing Resources:

The University of Louisville is home to a vibrant and responsive writing center on the Belknap Campus. You may access the many resources of the writing center by following this link: <http://louisville.edu/writingcenter/>

Syllabus Disclaimer:

This syllabus represents current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected. As a general rule, the Modules in BlackBoard should be the guide you follow. Changes can be made easily there, so always consider the Module as the final, definitive direction for the week. Whenever changes are enacted, communication will be sent to all students via Blackboard announcements. Please ensure you can receive the announcements in a timely fashion either through your university email (the default email) or by forwarding your university email to your personal, preferred email account.

Written Submissions:

Written submissions must reflect the appropriate level of knowledge and expertise for graduate-level course work. Please be sure that:

- Your writing is clear and grammatically correct. Points will be deducted for errors in grammar, spelling, punctuation, clarity, and APA style.
- Papers are double-spaced with a 12 – point font size. Papers that do not adhere to these requirements will be returned to the student for revision.
- Assignments are submitted on time.
- Properly cite sources using APA style.
- Personal reflection and application are evident.

Course Expectations:

Students are required to participate in all live and/or online activities, whether synchronous or asynchronous, by being active in all discussion forums, and complete reading and written assignments.

Confidentiality—the purpose of class discussion and/or on-line module postings, is to share perspectives, debate, and learn from one another. We must all remain sensitive to information learned through forum posts and papers and use discretion when talking and writing about the work viewed during this class.

Communication—the course will require regular posts as well as additional assignments as indicated in the modules. Build on others' postings—do not reiterate ideas, reference them. Each post must take the discussion further and all students are expected to post their original thoughts in a personal post and comment weekly on at least three other postings by classmates.

Netiquette: Communication Courtesy--All members of the class are expected to follow rules of common courtesy in all e-mail messages, threaded discussions and chats. Threads of discussion should continue to the end and students should maintain the professional language in posts and responses. No personal criticism is permitted and no inappropriate language is permitted.

Readings—students are expected to read the assigned material before any class participation which includes posting on discussion forums. Additional outside readings may be assigned throughout the course to help fully understand concepts and to provide scholarly support for ideas that may arise through our work together.

Class Participation—You will participate with others in the course through live and online discussions. We are all expected to value everyone's opinions and perspectives and provide points and counterpoints in a professional manner. Students must participate in all discussion forums. The instructor will read your discussion threads but will not be a contributor herself. It is expected that students will contribute a thoughtful response (with appropriate citations from the readings or outside sources—approximately 2-4 paragraphs) to weekly instructor posed questions and respond (approximately 1 to 3 paragraphs) to a minimum of three other students during each week. Weekly modules may include one to three questions and will open and close on Sunday evenings.

Interactions and/or Participation

The following guidelines will be used to evaluate class participation including, but not limited to, online participation in asynchronous discussion board postings, responses to postings, as well as synchronous and/or live class interactions:

- Outstanding Contributor (5): Contributions reflect exceptional preparation. Ideas offered are based on a review of the readings as well as outside sources. Outside sources are cited and credited. This individual enhances the quality of discussion and provides engaging insights for class members.

- Good Contributor (4): Contributions reflect thorough preparation. Ideas offer insights that often provide direction for the class.
- Adequate Contributor (3): Contributions reflect satisfactory preparation. Ideas sometimes offer insights but seldom provide direction for the class.
- Unsatisfactory Contributor (2): Contributions reflect inadequate preparation and do not help move conversations along. Most comments are either unrelated or demonstrate a lack of understanding of course content.
- Non-participant (1): This individual contributes nothing to the class discussions. While this individual may respond to posts they never provide insight to help move discussions forward.

APA Citation--Educational Administration and Policy Program Area requires students to exhibit graduate-level writing skills and to comply with the requirements of the APA Manual for all written work unless notified otherwise by the instructor.

Included in the format is:

- Double spacing using the 12-point font (Ariel or Times New Roman, preferred)
- Numbered pages and make your name and title of the work visible
- Check your work for grammar and spelling

For further information, please consult the American Psychological Association. (2001). Publication manual of the American Psychological Association (5th ed.). Washington, DC: Author.

Conceptual Framework Summary:

The conceptual framework, *Shaping Tomorrow: Ideas to Action*, embodies a unified rationale for our diverse programs that include three constructs: Inquiry, Action, and Advocacy. Under the construct of **Inquiry**, and through active engagement and skilled training in methods of rigorous **Research**, candidates develop the knowledge, skills, and dispositions to become **Critical Thinkers**. Scholarship, informed practice through inquiry and reflection, is performed not in isolation but communion with others, both within the university and in the world (Shulman, 2004). Under the construct of **Action**, and through continual **Practice**, candidates develop the knowledge, skills, and dispositions to become **Problem Solvers** in the community. They are encouraged to apply knowledge and change practices to solve real-world problems. Under the construct of **Advocacy**, and through dedicated, committed **Service** to their peers, university, community, and the world, candidates develop the knowledge, skills, and dispositions to become **Professional Leaders**. Our candidates are empowered to participate fully in the life of the metropolitan community in which we live, to practice social justice, and to seek equity of educational access for all the constituents.

<i>Conceptual Framework Constructs</i>	Inquiry	Action	Advocacy
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<i>Constructs as Learned and Applied</i>	Research	Practice	Service
<i>Constructs Reflected in Candidates</i>	Critical Thinkers	Problem Solvers	Professional Leaders
<i>Unit Dispositions Reflected in Candidates</i>	Exhibits a disposition to inform practice through inquiry and reflection	Exhibits a disposition to improve practice through information, knowledge, and understanding	Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a positive difference

Relationship to Conceptual Framework:

The conceptual framework for certification and degree programs in educational administration is the Collaborative Leadership Model. This framework has four parts: (a) Standards Driven, (b) Theory to Practice, (c) Leadership and Collaboration, and (d) Diversity. These characteristics are embedded in the Administrator Standards and the accompanying Performances particularly relevant to this course. All ten Administrator Standards are addressed in this course. These Standards are addressed through all class activities, field experiences, readings, and assignments. Thus, the conceptual framework is embedded in this course.

Policy on Instructional Modifications:

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

CEHD Diversity Statement:

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. Students will be encouraged to investigate and gain a current perspective of diversity issues (race, ethnicity, language, religion, culture, SES, gender, sexual identity, disability, ability, age, national origin, geographic location, military status, etc.) related to their chosen fields. Students will also have the opportunity to examine critically how diversity issues apply to and affect philosophical positions, sociological issues, and current events in a variety of areas. Students will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

Title IX/Clergy Act Notification:

Sexual misconduct (sexual harassment, sexual assault, and any other non-consensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program 852-2663, Counseling Center 852-6585 and Campus Health Services 852-6479. To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

Technology Expectations:

Bring a laptop to class. Blackboard will be used for reading distribution, some class participation, and for assignment collection/grading. Assignments are to be word-processed. Daily checking and reply to on U of L e-mail address are expected. There may be further expectations by the program and by the instructor.

All Assignments required to be uploaded into BlackBoard must be in MS Office or PDF. Links to on-line editable programs is not permitted.

Plagiarism Statement:

Representing the words or ideas of someone else as one's own in any academic exercise. An academic unit that determines that a student is guilty of academic dishonesty may impose any academic punishment on the student that it sees fit, including suspension or expulsion from the academic unit.

Academic Integrity and Dishonesty:

All contributions and assessments in this course, including any field placement requirements, will demonstrate academic integrity which means that submitted work is of high quality, is original, and represents a single submission unless otherwise noted through explicit and appropriate citations.

Academic dishonesty is prohibited at the University of Louisville...Academic dishonesty includes, but is not limited to, the following:

- Cheating [Using or attempting to use unauthorized materials during any academic exercise, copying or attempting to copy another person's work during any academic exercise, preparing work for another student, procuring or using tests or examinations, etc.]

- Fabrication [Inventing or making up data, research results, information, or procedures]
- Falsification [Altering or falsifying information]
- Multiple Submission [the same assignment should not be submitted for more than one course]
- Plagiarism [Representing the words or ideas of someone else as one's own in any academic exercise]
- Complicity in Academic Dishonesty" [Helping or attempting to commit an academically dishonest act] ([UofL Code of Conduct, Section 5](#))

Date Prepared and by Whom: Dr. Keith Davis, December 2019