Syllabus for

GADM 850—Legal, Political, and Ethical Issues in Educational Administration

3 Credit Hours

Spring Module

January 8-11, 2014

The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

I. COURSE DESCRIPTION

An integral analysis of the historical and contemporary legal, political, and ethical issues of public and private schooling, with an emphasis on national and state constitutional provisions, the political environment, laws, and court cases. Explores political, social, economic, and multicultural factors in the context of educational organizations and their constituent communities.
Prerequisites: None.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

A. Gain a basic understanding of the impact of politics on the role that federal, state, and local policy development plays in school administration.

B. Develop the skills needed to permit the school administrator to perform effectively as an educational policy maker and politician.

C. Obtain information on school law as it relates to the rights and responsibilities of those involved in private and public education.

D. Obtain information on school governance in the context of the legal, political, and ethical issues confronting school administrators.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

This course meets the competency-based standards for advanced programs in educational leadership as established by the National Policy Board for Educational Administration (2002) for both school-building leadership and school-district leadership.

Each student will prepare those artifacts necessary to indicate that the specific activities identified for this course have been completed in a satisfactory manner. The artifacts will be compiled in a portfolio format as prescribed by the College of Education. Artifacts produced in this course will address candidate competency in relation to the specific Educational Leadership Constituent Council (ELCC) standards specified for this course. Specific instructions for these artifacts will be described in an addendum to the syllabus. This addendum will be given out in class.

Upon satisfactory completion of this course, the student will be able to do the following:

© Copyright Oral Roberts University 2010. All rights reserved.

A. Discuss the various political, social, cultural, legal, and ethical issues that confront educational institutions and school administrators.

B. Identify various legal, political, and ethical concepts that influence administrative decision-making.

C. Orally or in writing, demonstrate an understanding of the political basis for effective school governance.

D. Discuss the historical, contemporary, and emerging political and social issues that drive educational policy formation.

E. Articulate a philosophical and practical understanding of the importance of politics and politicians to American education and be able to describe the impact politics has on developing effective educational leadership.

F. Orally or in writing, state the commitment to ethical decision-making in the face of political realities.

G. Discuss school law and its influence on educational policy and procedures at national, state, and local levels.

H. Demonstrate proficiency with each of the required superintendent certification competencies addressed by this course.

I. Describe the College of Education Conceptual Model and discuss the integration of a biblical foundation and Christian worldview as related to a whole person education.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks

Pojman, L. P. (2012). *Ethics: Discovering right and wrong* (7th ed.). Belmont, CA: Wadsworth Publishing Company. ISBN 9781111298173

Spring, J. H. (2005). *Conflict of interests: The politics of American education* (5th ed.). New York: McGraw-Hill Companies, Inc. ISBN 9780072875782

2. Other

None

B. Optional Materials

1. Textbooks

Other specific readings as assigned by the instructor

2. Other

None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures (may or may not be applicable)

© Copyright Oral Roberts University 2010. All rights reserved.

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
    a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
    b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. College and/or Department Policies and Procedures
1. Oral Roberts University outcomes and College of Education Institutional Standards along with state and national accreditation standards are collected and assessed through the College of Education ePortfolio process.
2. Assessment Requirements
   Course specific artifacts are submitted to ePortfolio. A College of Education approved ePortfolio is a requirement for all College of Education Candidates.
3. Independent Study, Dissertations, or Internships
    a. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if a student copies more than three consecutive words** written or spoken by another, the student must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.
    b. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.
    c. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)
4. In-Class Studies (or All Other Studies)
    a. Class attendance is an absolute **must** for the student to gain full benefit from his/her enrollment. Absences affect the student's grade. Any student leaving class before dismissal or coming late will be marked absent. Extended illness will be handled on an individual basis and will require verification from a doctor.

© Copyright Oral Roberts University 2010. All rights reserved.

b. Students who miss class for university-sponsored activities must present an administrative excuse form with appropriate signatures prior to the event and must not miss if committed to a class presentation or exam. If participation in the event is voluntary, the student will not be permitted to do make-up work nor complete an exam missed.

c. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if you copy more than three consecutive words** written or spoken by another, you must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the America Psychological Association*, 6th edition.

d. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.

C. Course Policies and Procedures

1. Evaluation Procedures

a. Grading:

(1)	Preassignment:	
	Four (4) journal article summaries, 1-2 pages	20%
(2)	Participation	15%
(3)	One (1) interim examination	15%
(4)	Final exam	25%
(5)	Postmodular assignment:	
	Position paper, 10-15 pages	25%

b. Grading scale:

A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=below 60%

c. Additional information regarding evaluation procedures:

(1) Each student summarizes four journal articles dealing with some aspect of the course. A written summary, no longer than 2 double-spaced pages, is turned in to the instructor, and summaries are possibly shared verbally with the class.

(2) Each student completes one research report, appropriate to his or her situation, dealing with some aspect of this course. The research report should be 10-15 pages in length, typewritten, double-spaced, and should be in accepted APA style when appropriate. The research report should present and defend the student's position on the selected topic. The research report is shared orally with the class. A 1-page abstract should be prepared for dissemination to class members.

(3) There is one interim examination covering assigned readings and information discussed in class.

(4) A final examination is required.

(5) All work must be completed as scheduled. Grades will be reduced on any assignment or examination submitted late.

© Copyright Oral Roberts University 2010. All rights reserved.

(6) Attendance and participation in class is critical. Absences, tardies, or lack of participation will result in a reduction of grade.

2. Whole Person Assessment Requirements
The College of Education has no Whole Person Assessment Requirements. However, the Oral Roberts University outcomes are reflected through the College of Education Institutional Standards.

3. Other Policies and/or Procedures
   a. The student is responsible for the following:
      (1) completing all reading assignments
      (2) attending all regular class meetings and examinations
   b. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)

VI. COURSE CALENDAR

Session	**Topic**
Session 1:	Overview of Course/The Ethical Dimension of Superintendent Decision Making
	Historical Perspectives
	Moral Reasoning/Duty to Oneself
	The Educational Establishment
Session 2:	Political Leadership
	The Rights of Students and Parents (I)
	The Rights of Students and Parents (II)
Session 3:	State Politics of Education
	Local Politics of Education
	Federal Politics and Education
Session 4:	Church and State Issues
	Legal/Ethical Problems and Opportunities
	Final Examinations

© Copyright Oral Roberts University 2010. All rights reserved.

Course Inventory for ORU's Student Learning Outcomes
GADM 850—Legal, Political, and Ethical Issues in Educational Administration
Spring Module
January 8-11, 2014

This course contributes to the ORU student learning outcomes as indicated below:
Significant Contribution – Addresses the outcome directly and includes targeted assessment.
Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.
Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.
No Contribution – Does not address the outcome.

The Student Learning Glossary at http://ir.oru.edu/doc/glossary.pdf defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	**Outcome #1—Spiritually Alive Proficiencies/Capacities**				
1A	Biblical knowledge		X		
1B	Sensitivity to the Holy Spirit		X		
1C	Evangelistic capability			X	
1D	Ethical behavior	X			
2	**Outcome #2—Intellectually Alert Proficiencies/Capacities**				
2A	Critical thinking	X			
2B	Information literacy		X		
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation		X		
2E	Intellectual creativity		X		
3	**Outcome #3—Physically Disciplined Proficiencies/Capacities**				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle			X	
4	**Outcome #4—Socially Adept Proficiencies/Capacities**				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences		X		
4D	Responsible citizenship	X			
4E	Leadership capacity	X			

This course specifically addresses the ORU College of Education Institutional Standards: 2, 5, 10, 11, and 15.

© Copyright Oral Roberts University 2010. All rights reserved.