MED6490 Fall 2011

WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

COURSE TITLE: Education, Ethics, and the Law

COURSE NUMBER: MED 6490

COURSE CREDIT: 3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>70</td>
</tr>
</tbody>
</table>

I. PROGRAM ATTRIBUTES, COLLEGE OF EDUCATION:

This course is structured to reflect the eight essential program attributes described in the College of Education Conceptual Framework. This conceptual framework was developed and adopted by the College of Education in 1998, and involved collaborations with University faculty, other institutions of higher education, state agencies, the business/commercial community, and preK-12 partner schools. The framework is driven by the mission of Wilmington University; reflects national standards advocated by ISLLC, INTASC, NCATE, and NASDTEC; and integrates Delaware standards for teachers and administrators. The framework document fully explicated each attribute. The complete framework can be accessed at: http://www.wilmu.edu/education/clinicalstudies/conceptframework.html

Programs within the College of Education:

1. are knowledge-based (including content knowledge, theoretical knowledge, propositional knowledge, and craft knowledge);
2. view educators as learners;
3. are contextually and culturally sensitive;
4. feature extensive field experiences and authentic collaboration;
5. stress inquiry, analysis, reflection, and professional growth
6. are developmental, flexible, and allow for experimentation;
7. are standards-driven; and
8. promote the effective use of technology.

II. ISLLC-BASED PROGRAM COMPETENCIES:

The effort to craft a model program for school leaders was a project of the Council of Professional Partners Creating Environments for Learning
Chief State School Officers in partnership with the National Policy Board for Educational Administration. The standards were adopted as Delaware’s School Administrator Standards in 2002, and adopted as Wilmington University MED School Leadership Program Competencies during the Spring Semester 2003. The standards can be accessed at http://www.ccsso.org/content/pdfs/isllcstd.pdf.

Candidates for the M.Ed. in School Leadership are expected to achieve the following Program Competencies:

A. **The Vision of Learning**: Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

B. **The Culture of Teaching and Learning**: Nurture and sustain a school culture and instructional program conducive to student learning and staff professional growth.

C. **The Management of Learning**: Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

D. **Relationships with the Broader Community**: Collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources.

E. **Integrity, Fairness, and Ethics in Learning**: Act with integrity, fairness, and in an ethical manner.

F. **The Political, Social, Economic, Legal, and Cultural Context of Learning**: Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.

### III. STANDARDS-BASED INSTRUCTIONAL GOALS:

A. **The Vision of Learning**
   Standard: Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

B. **The Culture of Teaching and Learning**
   Standard: Nurture and sustain a school culture and instructional program conducive to student learning and staff professional growth.

C. **The Management of Learning**
   Standard: Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

D. **Relationships with the Broader Community**
   Standard: Collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources.

E. **Integrity, Fairness, and Ethics**
   Standard: Act with integrity, fairness, and in an ethical manner.
F. Contextual and Cultural Sensitivity
   Standard: Understand, respond to, and influence the larger political, social, economic, legal, and cultural context
IV. ATTENDANCE POLICY: College of Education Policy

In the College of Education, faculty must approve all requests for exceptions to the University/College policy. Vacations are not considered to be legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final grade or assigning a FA (failure due to absence). Students who have registered for a course and never attended at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student’s responsibility to obtain and complete assignments on the due dates.

V. Structured External Assignment

Interview a principal and explore the most pressing or common legal or ethical issues affecting the school; then write a paper that describes, analyzes, reflects on, and offers solutions to the issues and problems identified.

<table>
<thead>
<tr>
<th>Unsatisfactory (1)</th>
<th>Emerging (2)</th>
<th>Basic (3)</th>
<th>Proficient (4)</th>
<th>Distinguished (5)</th>
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<tbody>
<tr>
<td>Interview details poorly organized, incomplete, confusing, or missing. There is no evidence to show that the student is able to identify or offer solutions to common legal or ethical issues in the school. Project requirements not met.</td>
<td>Interview details inadequate or insufficient, and reflect limited effort in planning and implementation. There is insufficient evidence that the student is able to identify or offer solutions to common legal or ethical issues in the school. Some project requirements met, but essential elements may be missing, incomplete, or unclear.</td>
<td>Interview details complete and appropriate. There is some evidence to show that the student is able to identify or offer solutions to common legal or ethical issues in the school. The evidence may not reflect the task in its complexity, may be lacking in depth or breadth, and/or may be less detailed than expected. Project requirements are met but without distinction.</td>
<td>Interview details reflect careful preparation and high levels of effort. There is clear and consistent evidence that the student is able to identify or offer solutions to common legal or ethical issues in the school. The evidence is reasonable, specific, and addresses the complexity of the issues. Quality of work exceeds satisfactory accomplishment, and shows initiative, comprehension of material, and the ability to work with concepts related to the course.</td>
<td>Interview(s) may have been recorded and transcribed. Descriptions, analyses, and reflections are clear and perceptive. The solutions are highly effective, and demonstrate the ability to solve problems, make ethical and legally sound decisions, and improve teaching and learning. Quality of work is far beyond normal requirements and shows originality of thought and mastery of material.</td>
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College of Education
Professional Partners
Creating Environments for Learning