



VALUES • EDUCATION • SERVICE

ONL: IL 561
School Law and Ethics
Fall 2020

Course Delivery Method: Online
Course Section: C1
Meeting Time and Place: Online
Course Credit Hours: 3 Credit Hours

FACULTY CONTACT INFORMATION

Instructor
firstname.lastname@lmunet.edu
(xxx) xxx-xxxx

COURSE and PROGRAM SPECIFIC INFORMATION

I. COURSE DESCRIPTION:

This course examines the basic legal and ethical issues in education and includes a survey of case law dealing with the rights, obligations, and responsibilities of teachers, administrators, and counselors.

II. COURSE OBJECTIVES:

Candidate Outcome 2: Culture for Teaching and Learning

Candidates who complete the program are ethical leaders who apply knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning and collaboration, parental involvement, trust, and personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional program That is attentive to school law and ethics; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within the school environment.

TILS B

ELCC 2, 5, 6

ISTE A 2

CAEP 1

KY-TLMS 7a, 7b

Candidate Outcome 4: Resource Management

Candidates who complete the program are ethical leaders who facilitate the development of a highly effective learning community through enlisting the support of diverse stakeholders and resources, which are aware of the school's mission, vision, goals, legal requirements, and ethical responsibilities and are involved in school improvement decisions; guided by district, state and federal guidelines and accurate, transparent budgetary policies and procedures.

TILS D

ELCC 1, 5

ISTE A 3, 4, 5

CAEP 1

III. TEXTS/MATERIALS FOR THE COURSE:

Required Textbooks:

Essex, N. (2015). *School Law and the Public Schools: A Practical Guide for Educational Leaders* (6th Ed). Pearson. (ISBN: 978-0133905427)

Suggested Reading:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th Ed.). Washington, DC: Author. ISBN: 9781433805615

Gorton, R. A. & Alston, J. A. (2009). *School leadership and administration* (9th Ed.) New York: McGraw Hill. ISBN: 978-0-07-811026-9; (ISBN-13: 9780078110269.)

IV. COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES) AND EVALUATION METHODS:

Learning Outcomes: This graduate course addresses the three themes essential to the conceptual framework of the Lincoln Memorial University's Carter & Moyers School of Education: **Values, Education, and Service**. Using **values** congruent with dispositions of the profession, candidates will actively apply coursework in the school and/or community environment. Throughout this course, candidates will engage in activities to extend their professional and pedagogical knowledge, along with applying, evaluating, and reflecting on course content that contributes to continuous improvement of **education** practice. Another component is researching current standards-based instructional strategies that appropriately address diverse learning styles. This course emphasizes the goal of encouraging our graduates to engage in **service** to diverse student bodies, schools and communities by exhibiting and modeling professional behavior in the field that models integrity, fairness, and ethical decision-making which is in the best interests of all students and stakeholders. The ultimate aim in emphasizing these three themes is to produce educational leaders who reflect Lincoln Memorial University's motto, *Preparing Professional Educators of Distinction to Make a Positive Impact on This Generation and the Next*.

Requirements

The candidate will read the required texts for the course and complete the Key Assignments. The candidate will complete six (6) learning modules as posted in Blackboard. Additionally, within the module components specific dates for assignment completion are provided and the candidate is expected to meet these dates.

Key Assignments: Within the course modules are two Key Assignments and one Required Assignment that are critical to successful completion of the course. Key Assignments are submitted to VIA and will be assessed electronically by the instructor.

CLINICAL EXPERIENCES: In courses with Clinical Experiences, candidates will receive regular coaching and feedback from mentors. The coaching process must be documented, for example, through an activity/time log or formal evaluations.

Evaluation Method: Assignments will be evaluated based on program standards using various assessment

tools, including rubrics. The University's official Graduate Education grading system will be utilized.

Grade Definition per Semester Hour

A Superior 4.00 (Quality of work exceptional) A- Excellent 3.67 (Quality of work above course expectation)

B+ Very Good 3.33 (Quality of work better than satisfactory)

B Good 3.00 (Quality of work satisfactory)

B- Average 2.67 (Quality of work meets minimum requirements)

C Minimum passing grade 2.00 (Unsatisfactory graduate-level work)

F Fail 0.00

I Incomplete; work must be completed within the first six week of the next semester; otherwise, the grade automatically becomes an "F" unless an extension is granted by the Dean of the School of Education

IP In Progress; only given in clinical coursework to complete required hours for licensure

NC No Credit; allows for a later grade with no penalty to the student

AU Audit

WD Withdrawal P Pass; carries credit but no quality points

Some graduate courses are graded P-Pass/F-Fail and are identified under "Course Descriptions."

The student's Grade Point Average (GPA) is determined by the total number of letter-graded (A-F) semester credit hours attempted (not the number of semester credit hours passed).

Coursework Completion Policy: In online courses, 100% of the course content, instruction and assessments are delivered online through blackboard and VIA. No face to face meetings are required. Candidates are expected to complete the Modules by the dates specified. Discussion board participation as described in the modules is also required. Candidates are expected to log in to blackboard frequently. Candidates may also work at their own pace and may complete modules ahead of the due date but late work is subject to a reduction in assignment points.

Email Response Time: LMU MEd Online Professors regularly check and promptly respond to emails. We do ask that you allow up to 48 hours response time (however, typically responses will be much sooner). Please also refer to your individual professor's faculty information, office hours, and contact information.

All graduate programs must identify courses through which research competencies will be addressed.

In this course candidates will develop and master graduate-level research competencies.

V. METHODS OF INSTRUCTION:

The instructor will serve as a facilitator using appropriate instructional methods such as lecture, class discussion, reflection, collaborative assignments, group presentations, problem solving, clinical activities, and collaboration with mentor and school-based administrator.

VI. INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:

At Lincoln Memorial University, the primary method of verification of a student's identity for distance education purposes is the use of a secure login and pass code. Online students must remember to keep their LMU passcode secure and not share with anyone.

Technology

Incoming students must be computer literate, able to use software for e-mail, word processing, web browsing, and information retrieval. Students must have access to the Internet for communicating with instructors and accessing learning resources. Computer access must be available on a personal computer.

VIA by Watermark

viaLiveText.com: Each student will be required to establish or continue an account with the VIA by Watermark program. VIA by Watermark is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work online using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. Specific instructions are posted on the School of Education website at <https://www.lmunet.edu/school-of-education/via.php>

Library Resources (Revised 2/2/2012)

The Carnegie-Vincent Library provides access to many outstanding resources for students in Teacher Education field, including tutorials, databases, and experienced reference librarians. Visit the library's website (library.lmunet.edu) for full details. There are many professional databases including: ERIC, the Educational Resource Information Center, the premier database for education related journal articles and documents containing over one million citations and links to more than 100,000 documents in full-text; ProQuest Education Journals database which contains access to 760 leading journals of which over 600 are in full-text; ProQuest Dissertation & Theses Full Text: The Humanities and Social Sciences Collection: A comprehensive collection of scholarly research in the Humanities and Social Sciences, this database covers more than one million dissertations and theses; Mental Measurements Yearbook which contains descriptive information and critical reviews of commercially-available standardized English-language educational, personality, aptitude, neuropsychological, achievement, and intelligence tests. Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan.

VII. COURSE OUTLINE/ASSIGNMENTS/UNITS OF INSTRUCTION OR CLINIC SCHEDULE:

Online Learning Model

This course is offered in an online learning model. Online learning models are based on contemporary learning theory and exemplary teaching practices in the classroom. This particular model is based on an understanding about how adults learn and an understanding of the rich resources offered through collaboration with peers and interaction with the extensive resources on the Internet. The online learning model may include of scholarly reading, scholarly writing, viewing online videos or other materials, interactive discussion boards, analysis and synthesis of multiple sources of material, electronic quizzes and tests, and problem-based learning (case studies and field-based activities).

IL 561 KA #1 *ADA Facilities Analysis and Organizational Management (100 Points)*

IL 561 KA #2 *Technology Policy Review (100 Points)*

IL 561 Assignment #3 *Presentation of Law Topic (80 Points)*

Key Assignment #1: ADA Facilities Analysis and Organizational Management

Group Project #1: Examine your school's procedures for the opening of school, particularly in relation to following the Americans with Disabilities Act (ADA) guidelines and requirements. Improve and revise the plans by focusing on the following:

- Review of federal ADA facility requirements
- Interview Special Education Director in regard to ADA facility requirements
- Interview System Maintenance/Facilities Director in regard to ADA compliance
- Review most recent ADA Compliance Report for system
- Conduct a facilities analysis for ADA of your school building and grounds (What should be done to make the building and grounds accessible and responsive to the dignity/safety issues that are the core of ADA?)
- Submit to VIA a written summary of the assignment, including a copy of the ADA Compliance checklist of your school.

Assessment: KA #1: ADA Facilities Analysis and Organizational Management Rubric

Key Assignment #2: Technology Policy Review

The International Society for Technology Education (ISTE A) Standards for Administrators state that visionary leaders should model good digital citizenship and facilitate understanding of social, ethical, and legal issues and responsibilities related to technology use. Instructional leaders should: “Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners (5a). Promote, model and establish policies for safe, legal, and ethical use of digital information and technology (5b). Promote and model responsible social interactions related to the use of technology and information (5c).

Based on the standards above:

1. Review your school and school system technology policies including policy manual, faculty, or student handbooks;
2. Analyze the policy and any handbooks regarding issues related to:
 - a. Technology guidelines and responsibilities for students and educators
 - b. Cyber-bullying
 - c. Equity in access to hardware and software, including smart phones
 - d. Legal, ethical and safety use of digital information and technology
 - e. Involvement of all stakeholder groups in technology policy development
3. Write an analysis of findings and make recommendations for improvement regarding each of the issues noted. If no system or school policy is found, draft an outline of recommendations for a Technology Plan suitable to address the stated issues in this digital, litigious age.
4. Submit to VIA on date assigned by faculty.
5. Submit to E-Portfolio sections as appropriate.

Assessment: KA#2 – Technology Policy Rubric

Required Assignment #3: Presentation of Law Topic as assigned by Faculty

- Select a Topic from the Law Topics List (Provided by Instructor)
- Conduct research and analysis of your topic.
BE SURE THAT YOU OBTAIN YOUR INSTRUCTOR'S APPROVAL ON YOUR SELECTED TOPIC-BEFORE YOU PROCEED WITH YOUR ASSIGNMENT.
- The topic presentation will include a 5-7 page APA style paper highlighting key ideas and information related to the topic.
- Students will also complete a PowerPoint presentation (10-12 slides) of the topic.

Assessment: Law Topic Presentation Rubric

Week	IL 561 SCHOOL LAW AND ETHICS Class Topics and Objectives	Assignments and Learning Activities
Module 1 August 17-30	<p align="center"><u>Chapter 1</u> Legal Framework Affecting Schools (Sources of Law)</p> <ul style="list-style-type: none"> • Documents- Constitution, etc. • Court systems and procedures • Legal information retrieval systems) 	<p align="center"><u>Chapter 1</u> <u>Reading Assignment</u> Essex Textbook-Chapters 1-2-pgs. 1-14,16</p> <ul style="list-style-type: none"> • <u>Article:</u> School Law and the Public Schools: A Practical Guide for Educational Leaders. <p align="center"><u>Discussion Board #1</u></p> <p>As a school leader, how would you handle a situation in which a student refuses to participate in the Pledge of Allegiance or actively protests the Pledge of Allegiance in the classroom? (Reference T.C.A. § 49-6-1001)</p> <p align="center"><u>Assignment #1</u></p> <p>Case Study #11: “School Yard Dangers” Read case study on pp. 266-268 from School Leadership and Administration</p> <p align="center"><u>Key Assignment #1</u></p> <p>Begin work on Key Assignment #1: ADA Facilities Analysis and Organizational Management</p> <p align="center"><u>Required Assignment #3</u></p> <p>Begin work and presentation of School Law Topic</p>
Module 2 August 31-September 13	<p align="center"><u>Chapter 2</u> <u>Religion and Public Schools</u></p> <ul style="list-style-type: none"> • Separation of Church and State • The Doctrine of Neutrality • The basic tenet of the First Amendment of the U.S. Constitution regarding religion. 	<p align="center"><u>Chapter 2</u> <u>Reading Assignment</u> Essex Textbook-pp. 16-43</p> <p align="center"><u>Discussion Board #2</u></p> <p>With the ongoing COVID19 Pandemic and related discussions regarding school reopening, discuss some potential legal considerations that are likely to accompany school reopening guidelines. Further, discuss how associated regulations will affect school counseling offices and ways that counselors need to have input in reopening plans.</p> <p align="center"><u>Key Assignment #1</u></p> <p>Continue work on Key Assignment #1: ADA Facilities Analysis and Organizational Management</p> <p align="center"><u>Required Assignment #3</u></p> <p>Continue work and presentation of School Law Topic</p>
Module 3 September 14-27	<p align="center"><u>Chapter 3</u> Student’s Rights and Restriction</p> <ul style="list-style-type: none"> • Broad powers of school officials and interpret the standard of reasonableness in establishing rules and 	<p align="center"><u>Chapter 3</u> <u>Reading Assignment</u> Essex Textbook-pp. 53-96</p> <p align="center"><u>Module #3-Discussion</u></p> <p>Briefly describe your school or district’s current cell phone policy.</p>

	<ul style="list-style-type: none"> regulations for students. • “In Loco Parentis • Three landmark cases related to Freedom of Expression, Censorship, and Search and Seizure. 	<p style="text-align: center;"><u>Assignment #2</u></p> <p>Case Study #20: Student-Formed Gay-Straight Alliance- Read case study on pp. 287-290 from School Leadership and Administration.</p> <p style="text-align: center;"><u>Key Assignment #1</u></p> <p>Continue work on Key Assignment #1: ADA Facilities Analysis and Organizational Management</p> <p style="text-align: center;"><u>Required Assignment #3</u></p> <p>Complete work and presentation of School Law Topic-Due 9/27 to Discussion Board.</p>
<p style="text-align: center;">Module 4</p> <p style="text-align: center;">September 28-October 11</p>	<p style="text-align: center;"><u>Chapter 5</u> School Law and Students With Disabilities</p> <ul style="list-style-type: none"> • IDEA (1990) that replaced the EAHCA (1975, the ADA (1990) and the Rehabilitation Act (1973) • Individuals with Disabilities Education Improvement Act (2004). • Students with disabilities and accommodations. • The concept of inclusion and review the responsibilities of school officials to ensure proper placement of students with disabilities. • Public school discipline policy and IDEIA. 	<p style="text-align: center;"><u>Chapter 5</u> <u>Reading Assignment</u> Essex textbook-pp.53-96</p> <p style="text-align: center;"><u>Module #4-Discussion</u></p> <p>With regard to the Individuals with Disabilities Education Act (IDEA), are students with disabilities immune to discipline in a public school? Explain. What consequences are allowable under IDEA for SWD? Describe your school’s procedures for handling discipline for students with disabilities. Describe the process for handling a zero tolerance type offense for a student with disabilities. What would be the consequences for zero tolerance?</p> <p style="text-align: center;"><u>Assignment #3</u></p> <p>Case Study #19: Working with Students with Disabilities and IDEA pp. 285-287 from School Leadership and Administration</p> <p style="text-align: center;"><u>Key Assignment #1</u></p> <p>Complete work on Key Assignment #1: ADA Facilities Analysis and Organizational Management due to Via on October 11, 2020.</p>
<p style="text-align: center;">Module 5</p> <p style="text-align: center;">October 12 -25</p>	<p style="text-align: center;"><u>Chapter 6</u> School Personnel and School District Liability</p> <ul style="list-style-type: none"> • Facts about both procedural and substantive due process in regards to rights of the teacher. • Facts about the liability of a school district and school personnel in public education. 	<p style="text-align: center;"><u>Chapter 6</u> <u>Reading Assignment</u> Essex Textbook-pp. 156-181.</p> <p style="text-align: center;"><u>Chapter 8</u> <u>Reading Assignment</u> Essex Textbook-pp. 203-218.</p> <p style="text-align: center;"><u>Module #5 Discussion</u></p> <p>Describe your school’s plan or policy for supervision of students. Who is responsible for supervision before, during, and after school in all areas of the building(s)? Who is</p>

	<ul style="list-style-type: none"> • Common intentional and unintentional torts related to the day-to-day operation of a school. • The Doctrine of foreseeability and conduct a walk-through of a public school. <p style="text-align: center;"><u>Chapter 8</u> Teacher Freedoms</p> <ul style="list-style-type: none"> • Liability issues related to school personnel and school districts. • Procedural and substantive due process in regards to rights of the teacher. • Different teacher freedoms <p>A teacher's right to privacy, freedom of religion, and the Family</p>	<p>responsible at athletic events, on school buses, on field trips, or other areas where students are present? Can you give an example of an unintentional tort related to supervision at your school or a local school district? (Please do not use actual names of individuals involved, only provide a brief description of the tort).</p> <p style="text-align: center;"><u>Assignment #4</u></p> <p>Case Study #25-Teacher Rights: Public v. Private-pp. 302-304 from School Leadership and Administration</p>
<p style="text-align: center;">Module 6</p> <p style="text-align: center;">October 26 – November 8</p>	<p style="text-align: center;"><u>Chapter 9</u> <u>Discrimination in Employment</u></p> <ul style="list-style-type: none"> • Review the 14th Amendment and employment discrimination. • Discuss Due Process, Vagueness and Presumption Tests and how they are applied to discrimination cases. • Explore federal employment laws in Title VII and Title IX. 	<p style="text-align: center;"><u>Chapter 9</u> <u>Reading Assignment</u> Essex Textbook-pp. 223-242</p> <p style="text-align: center;"><u>Module #6-Discussion</u></p> <p>Given the following scenario happens in the school counseling office, detail how you would proceed. A student comes to you, the school counselor, and says I need to tell you something, but I need you to promise to not tell anyone. From this point, how would you proceed. Further, mention two things the student could share and how you would handle both.</p> <p style="text-align: center;"><u>Assignment #5</u></p> <p>Case Study #28: Teacher Reacts Negatively to Personnel Evaluation-pp. 311-314 from School Leadership and Administration</p> <p style="text-align: center;"><u>Key Assignment #2</u></p> <p><u>Complete</u> work on Key Assignment #2: Technology Policy Review-Due to Via on November 22, 2020.</p>
<p style="text-align: center;">Module 7</p> <p style="text-align: center;">November 9 -22</p>	<p style="text-align: center;"><u>Chapter 10</u> <u>Recruitment, Tenure, Dismissal, and Due Process</u></p> <ul style="list-style-type: none"> • Explore the how school districts and school leaders recruit and retain personnel. • Tenure will be defined 	<p style="text-align: center;"><u>Chapter 10</u> <u>Reading Assignment</u> Essex Textbook-pp.247-279</p> <p style="text-align: center;"><u>Module #7 Discussion</u></p> <p>Chapter 10 Case Study from Essex P. 280</p> <p style="text-align: center;"><u>Key Assignment #2</u></p>

	<p>and the legal requirements involving tenured and non-tenured teachers. Landmark cases and scenarios are used to help understand the dismissal process.</p> <ul style="list-style-type: none"> • Explore common causes for teacher dismissal. <p>A historical perspective of Collective Bargaining is provided and applied to the public education sector.</p>	<p><u>Complete</u> work on Key Assignment #2: Technology Policy Review-Due to Via on November 22, 2020.</p>
<p>Module 8</p> <p>November 23 – December 4</p>	<p><u>Chapter 12</u> <u>School Desegregation</u></p> <ul style="list-style-type: none"> • A historical overview of what racial segregation is and the process education went through to eliminate such segregation. • Reasons behind the Supreme Court's position when children were separated based on race. <p>Legal concepts behind the Supreme Court's reasoning that "Separate But Equal," was acceptable when in reality, separate facilities for minorities were not equal to those for non-minorities.</p>	<p><u>Chapter 12</u> <u>Reading Assignment</u> Essex Textbook-pp. 315-325</p> <p><u>Learning Activities-Videos</u></p> <ul style="list-style-type: none"> • Brown v. Board of Education in PBS' The Supreme Court • https://www.youtube.com/watch?v=TTGHLdr-iaK • The Clinton 12 • https://www.youtube.com/watch?v=tvOJRQPKmE4 <p><u>Module #8-Discussion</u></p> <p>How would you describe the current state of public school desegregation? Do we still have issues with segregation in schools? How and/or why? As school vouchers and other forms of school choice waivers are discussed, what potential effects could they have on school desegregation?</p> <p><u>Assignment #6</u></p> <p>Case Study #44: Integration-A New Problem pp. 36-362-from School Leadership and Administration.</p>

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Module	Date	Duration	Due
Module 1	Aug 17-30	2 weeks	<ul style="list-style-type: none"> • Discussion Post: Aug 23; Discussion Replies: Aug 26 (10pts) • Assignment #1 (Case Study 11): Aug 30 (10pts)
Module 2	Aug 31-Sept 13	2 weeks	<ul style="list-style-type: none"> • Discussion Post: Sept 6; Discussion Replies: Sept 9 (10pts)
Module 3	Sept 14-27	2 weeks	<ul style="list-style-type: none"> • Discussion Post: Sept 20; Discussion Replies: Sept 23 (10 pts)

			<ul style="list-style-type: none"> • Assignment #2 (Case Study 20): Sept 27 (10 pts) • Presentation of School Law Topic: Sept 27 (80 pts)
Module 4	Sept 28-Oct 11	2 weeks	<ul style="list-style-type: none"> • Discussion Post: Oct 4; Discussion Replies: Oct 7 (10 pts) • Assignment #3 (Case Study 19): Oct 11 (10 pts) • KA#1 (ADA Facilities Analysis and Organizational Management) due Oct 11 (100 pts)
Module 5	Oct 12-25	2 weeks	<ul style="list-style-type: none"> • Discussion Post: Oct 18; Discussion Replies: Oct 21 (10 pts) • Assignment #4 (Case Study 25): Oct 25 (10 pts)
Module 6	Oct 26 – Nov 8	2 weeks	<ul style="list-style-type: none"> • Discussion Post: Nov 2; Discussion Replies: Nov 5 (10 pts) • Assignment #5 (Case Study #28): Nov 8 (10 pts)
Module 7	Nov 9 -22	2 weeks	<ul style="list-style-type: none"> • Discussion Post: Nov 15; Discussion Replies: Nov 18 (10 pts) • KA#2 (Technology Policy Review) due Nov 22 (100 pts)
Module 8	Nov 23 – Dec 4	2 weeks	<ul style="list-style-type: none"> • Discussion Post: Nov 29; Discussion Replies: Dec 2 (10 pts) • Assignment #6 (Case Study #44): Dec 4 (10 pts)

- 420 points available in the course

VIII. HONORS CONTRACT ADDENDUM INFORMATION (IF APPLICABLE): N/A

IX. TRANSPARENT INSTRUCTION:

The Quality Enhancement Plan (QEP) for LMU, Transparent Instruction in General Education and Gateway Courses for Student Success, is committed to improving student success through targeted course assignments. LMU is focused on providing instructional assignments to students in a clear and concise manner that is inclusive of all learners.

Each qualifying course will have a minimum of two transparent assignments in which the Purpose, Tasks, and Criteria (PTC) will be explained. The Purpose will identify the learning objectives including the skills and knowledge to be gained—both for the class and beyond college. The Tasks will list the activities and steps that students will perform to complete the assignment. The Criteria will detail the grading rubrics and point structure. An annotated example may be provided to model exemplary work.

X. [EACH INSTRUCTOR MAY INSERT MISCELLANEOUS COURSE ELEMENTS HERE, AS DESIRED – NUMBERED IN SEQUENCE]: N/A

XI. IMPORTANT DATES IN THE ACADEMIC CALENDAR FALL 2020:

Event	Date(s)
Classes Begin	August 17
Last Day to Add Classes	August 26
Labor Day (no classes)	September 7
Last Day to Drop Course without “WD”	September 15
Mid-Terms	October 5-9
Homecoming (classes held as scheduled)	October 8-11
Last Day to Drop Course without “F”	October 23
Thanksgiving holiday (no classes)	November 25-27
Last Day of Classes	December 4
Final Exams	December 7- 11
Commencement (10 a.m.)	December 12

LMU INFORMATION FOR ALL COURSES and PROGRAMS

XII. UNIVERSITY SERVICES:

ACADEMIC SUPPORT SERVICES: LMU offers a variety of Academic Support Services that are available to students to assist them academically. Academic Support is located in the Carnegie-Vincent Library on the Harrogate campus. Visit <https://www.lmunet.edu/academic-and-student-services/index.php> for more information regarding the Tagge Center for Academic Support, tutoring options, study skills sites, Student Support Services, and the Cornerstone Program

COUNSELING: LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The Director of Counseling, Jason Kishpaugh, can be contacted at jason.kishpaugh@lmunet.edu and/or 423.869.6277 (800-325-0900 ext. 6277).

XIII. UNIVERSITY POLICIES:

Online Classes – In the instance of a foreseeable absence that could impact online learning, students should make every effort to complete online assignments as regularly scheduled. If a circumstance arises that prevents a student from having online access during the absence, the student must communicate with the faculty member regarding the reason for the absence, lack of online access, and possible make-up options.

Approved at Academic Council October 18, 2018

UNOFFICIAL WITHDRAWALS: Any student who ceases attending classes before the end of the semester, or summer term, without completing the official withdrawal from the University, automatically receives the grade “F” for such course(s), so noted on the student’s

academic transcript, and may be administratively withdrawn. Unofficial Withdrawals are reviewed after grades post for each term. Any student earning all F's is considered an Unofficial Withdrawal. Financial Aid confirms attendance past the 60% point of the term and a timeline in which to provide that documentation. Adequate attendance documentation can be an email statement directly from the instructors stating the student attended past the 60% date, hard copy print outs of online coursework submitted after the 60% date, or hard copy tests submitted after the 60% point. If attendance is not confirmed, LMU will make an R2T4 calculation, thru FAA Access, using the 50% point of the term as the withdrawal date. Adjustments are made and refunds returned to the appropriate program(s) with the DOE, at the time of processing the Unofficial Withdrawal student record. Financial Aid then notifies the student of the adjustments made via the results of the R2T4 calculation, why the calculation had to be made, and what financial responsibilities the student has.

ADMINISTRATIVE WITHDRAWALS: Students who have not attended courses by the ninth class meeting of the semester (or equivalent for summer terms) will be reported to the Registrar's Office, Financial Aid, and the Tagge Center and may be administratively withdrawn with a WD recorded on the transcript for each course. Students who cease attending classes prior to the end of the semester, mini-term, or summer term without completing the official withdrawal from the University may also be administratively withdrawn, with an F recorded on the transcript for each course. (See "Unofficial Withdrawal.")

FOR POLICY INFORMATION REGARDING VERIFICATION OF IDENTITY AND IDENTITY PROTECTION PLEASE CLICK ON THE FOLLOWING LINKS:

[Verification of Identity](#)

[Protection of Identity](#)

[No Additional Charges](#)

STUDENTS WITH DISABILITIES POLICY: LMU is committed to providing reasonable accommodations to assist students with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course, please contact Dr. Dan Graves, Director of Accessible Education Services, to discuss your specific needs.

If your disability requires an accommodation, you must register with the Office of Accessible Education Services. The Office of Accessible Education Services is responsible for coordinating classroom accommodations and other services for students with disabilities. Please note that classroom accommodations cannot be provided prior to the course instructor's receipt of an Accommodations Form, signed by you and the Director of Accessible Education Services. To register with the Office of Accessible Education Services, please contact the Director of Accessible Education Services, Dr. Dan Graves at dan.graves@lmunet.edu and/or 423.869.6531 (800-325-0900 ext. 6531).

DISCRIMINATION AND ACADEMIC INTEGRITY POLICIES can be found in the student handbooks and catalogs published online as part of the LMU Website:

Catalogs: <https://www.lmunet.edu/academics/catalogs>

Handbooks: <http://www.lmunet.edu/student-life/handbooks>

HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT :

Lincoln Memorial University prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities. Lincoln Memorial University prohibits retaliation against any individual for 1) filing, or encouraging someone to file, a complaint of discrimination; 2) participating in an investigation of discrimination; or 3) opposing discrimination. “Retaliation” includes any adverse action or act of revenge against an individual for filing or encouraging someone to file a complaint of discrimination, participating in an investigation of discrimination, or opposing discrimination.

LMU is committed to providing an environment free of all forms of discrimination, including gender or sex based discrimination. All LMU employees are Mandatory Reporters; this means that if you inform any LMU employee of a situation that may involve sexual misconduct, including sexual harassment, sexual assault, stalking, domestic violence, dating violence, or any other form of prohibited gender or sex based discrimination, the employee is required to report the information to the Title IX Coordinator. If you would like to speak with an individual who does not have this obligation, confidential counseling is available to students free of charge through the LMU Office of Mental Health Counseling, Duke Hall 202. For more information, call (423) 869-6277, or schedule an appointment online at <https://www.lmunet.edu/counseling/index.php>.

If you have experienced discrimination and would like to make a report to the University, contact: Jeana Horton, Title IX Coordinator/Institutional Compliance Officer, by email at titleix@lmunet.edu, or by phone at (423) 869-6618. The Title IX Coordinator/Institutional Compliance Officer’s office is located at D.A.R.- Whitford Hall, Room 210, and the Duncan School of Law, Room 249. The Harassment, Discrimination, and Sexual Misconduct Policies are located in the Student Handbook.

Help and support is available. LMU offers support to help individuals navigate campus life, access health and counseling services, and obtain academic and/or housing accommodations.

HAZING: Hazing is any reckless or intentional act, occurring on or off campus, that produces mental, emotional, or physical pain, discomfort, embarrassment, humiliation, or ridicule directed toward other students or groups (regardless of their willingness to participate), that is required or expected for affiliation or initiation. This includes any activity, whether it is presented as optional or required, that places individuals in a position of servitude as a condition of affiliation or initiation.

Hazing is strictly prohibited by the University and the State of Tennessee. Any individual or organization found in violation of this policy is subject to disciplinary action and/or

criminal prosecution. Retaliation against any person who is involved or cooperates with an investigation of hazing is strictly prohibited. If you are aware of an incident of Hazing, you must report such incident to the Dean of Students.

COURSE EVALUATIONS: In addition to meeting degree requirements specified in the graduate and undergraduate catalogs, all students are required to complete University-administered course evaluations.

OUTCOMES ASSESSMENT TESTING: Degree requirements include participating in all outcomes assessment testing (e.g., general education assessment, major field tests, etc.) and activities when requested. Students may be required to complete one or more questionnaires and to take one or more standardized tests to determine general educational achievement as a prerequisite to graduation (see appropriate catalog for additional information).

IN THE EVENT OF INCLEMENT WEATHER Students should check their LMU email during delays/closures to receive information from individual faculty regarding potential assignments and/or other course information.

INSTRUCTIONAL CONTINUITY IN CASE OF TEMPORARY CAMPUS CLOSURE POLICY: Faculty and students should expect scheduled instruction to continue even if class meetings are cancelled due to weather, epidemic illness, or other factors. Students will be required to complete alternate instructional activities online as directed by the course instructor.

INTENT TO GRADUATE: Students planning to graduate at the end of the current semester need to apply for graduation by submitting an Intent to Graduate form to Erin Brock (erin.brock@lmunet.edu) by the deadline indicated in the Catalog.

PROFESSIONAL CERTIFICATION AND LICENSURE DISCLAIMER – Authorization for the University to provide a program for the preparation of teachers, counselors, or administrators, does not guarantee eligibility for certification, licensure, or benefits. It is the sole responsibility of the candidate to be knowledgeable about specific state certification/licensure/benefits requirements, qualify for certification, licensure, or benefits and apply for the same.

FOR OUT-OF-STATE STUDENTS:

LMU does not guarantee out of state certification. Students seeking certification should contact their State Department of Education to verify the individual's state certification regulations.

XIV. MISSION STATEMENT:

LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT can be found at the following link to LMU's website: [HTTPS://WWW.LMUNET.EDU/ABOUT-LMU/HERITAGE-MISSION.PHP](https://www.lmunet.edu/about-lmu/heritage-mission.php).

XV. STUDENT COMMUNITY ENGAGEMENT: A cornerstone of the University's

mission is service to humanity. As part of the University's Student Service Initiative, undergraduate students receiving any form of institutional aid participate in at least 10 hours of service learning per semester. Students are encouraged to network with one another in classroom settings and with instructors and advisors for searching out and creating appropriate service learning projects related to their field of study. For more information visit: <https://www.lmunet.edu/leadership-and-outreach/index.php> or contact the Director of Leadership and Outreach, Kaci Ausmus, at Kaci.Ausmus@lmunet.edu.

- XVI. TurnItIn.com notification:** Students agree that by continued enrollment in this course that all required papers may be subject to submission for textual similarity review to TurnItIn.com for detection of plagiarism. All submitted papers will be included as source documents in the TurnItIn.com reference database solely for the purpose of detecting plagiarism of such papers. Use of TurnItIn.com service is subject to the Usage Policy posted at the TurnItIn.com site.
- XVII. THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS.**

IL 561 KA #1: ADA Facilities Analysis and Organizational Management

Element	Capstone (3)	Milestone (2)	Milestone (1)
Analysis of Federal ADA Requirements <i>TILS B</i> <i>ELCC 2, 4</i> <i>CAEP 1</i>	A detailed, comprehensive analysis of ADA requirements was conducted through research and collaboration with peers to ensure a safe, accessible environment for all that assured the local school system was in compliance with state and federal policies.	An appropriate analysis of ADA requirements was conducted through research to ensure a safe, accessible environment for all that assured the local school system was in compliance with state and federal policies.	An analysis of ADA requirements was conducted.
Stakeholder Collaboration <i>TILS B</i> <i>ELCC 2</i> <i>CAEP 1</i> <i>ISTE A 4</i>	A detailed, well-documented collaboration with the system-level Special Education Director and the Maintenance/Facilities Director was conducted to review ADA Compliance and needs within the system and to ensure a safe environment for all.	A collaboration with the system-level Special Education Director and the Maintenance/Facilities Director was conducted to review ADA Compliance and needs within the system.	Interviews were conducted with the system-level Special Education Director and the Maintenance/Facilities Director.
Resource Management <i>TILS B, D</i> <i>ELCC 2, 4</i> <i>CAEP 1</i>	Through extensive collaboration and review of the most recent system-level ADA Compliance Report, deficiencies and system response was identified to ensure safety and accessible facilities and grounds for all students.	Through appropriate collaboration and review of the most recent system-level ADA Compliance Report, deficiencies and system response was identified to ensure safety and accessible facilities and grounds for all students.	A limited review of the ADA Compliance Report identified some system-level ADA deficiencies.
Data Collection <i>TILS D</i> <i>ELCC 4</i> <i>CAEP 1</i>	A comprehensive ADA Compliance check was performed within the candidate's school.	A thorough ADA Compliance check was performed within the candidate's school.	An ADA Compliance check was performed within the candidate's school.
Safety Recommendations <i>TILS B</i> <i>ELCC 2</i> <i>CAEP 1</i>	As a result of the ADA Compliance Check, a detailed, prioritized list of recommendations to rectify deficiencies (if any) was developed.	As a result of the ADA Compliance Check, a list of recommendations to rectify deficiencies (if any) was developed.	As a result of a limited ADA Compliance Check, a list of recommendations to rectify deficiencies (if any) was developed.

IL 561 KA#2: Technology Policy Review

Element	Capstone (3)	Milestone (2)	Milestone (1)
Review of System Handbooks <i>TILS B, D</i> <i>ELCC 2</i> <i>CAEP 1</i>	<p>A detailed, comprehensive review of the schools and system technology policy, including policy manual, faculty and student handbooks, was conducted to ensure that policies and operating procedures were legal and ethical and in place within the system’s guidelines to ensure a safe environment for all.</p>	<p>An appropriate review of the schools and system technology policy, including policy manual, faculty and student handbooks, was conducted to ensure that policies and operating procedures were legal and ethical and in place within the system’s guidelines to ensure a safe environment for all.</p>	<p>A review of the schools and system technology policy, including policy manual, faculty and student handbooks, was conducted to ensure that policies and operating procedures were legal and ethical.</p>
Analysis of Review <i>TILS B, D</i> <i>ELCC 2</i> <i>CAEP 1</i>	<p>A detailed analysis of the review of the systems’ technology policies was completed to ensure that issues such as cyber-bullying, equity in access, legal and ethical safety use, and that all stakeholders were involved in development of standard operating procedures and routines.</p>	<p>An analysis of the review of the systems’ technology policies was completed to ensure that issues such as cyber-bullying, equity in access, legal and ethical safety use, and that all stakeholders were involved in development of standard operating procedures and routines.</p>	<p>An analysis of the review of the systems’ technology policies was completed but provided limited assurance that issues such as cyber-bullying, equity in access, legal and ethical safety use, and that all stakeholders were involved in development of standard operating procedures and routines.</p>
Written Analysis <i>TILS B, D</i> <i>ELCC 2</i> <i>CAEP 1</i> <i>ISTE A 5</i>	<p>Through extensive analysis of all existing technology plans and manuals, which included a diverse set of stakeholders, a detailed written report of findings and recommendations was completed and presented.</p>	<p>Through analysis of some existing technology plans and manuals, which included a diverse set of stakeholders, a clear written report of findings and recommendations was completed and presented.</p>	<p>Through analysis of existing technology plans and manuals, a written report of findings was completed.</p>
Policy Compliance <i>TILS B</i> <i>ELCC 2</i> <i>CAEP 1</i>	<p>The analysis provided detailed evidence that all schools and system policies met those aligned with state and federal policies in regard to technology.</p>	<p>The analysis provided evidence that all schools and system policies met those aligned with state and federal policies in regard to technology.</p>	<p>The analysis provided limited evidence that all schools and system policies met those aligned with state and federal policies in regard to technology.</p>
Safety Recommendations <i>TILS D</i> <i>ELCC 4</i> <i>CAEP 1</i>	<p>Through extensive collaboration with stakeholders and review of all written manuals and policies regarding technology, a comprehensive list of recommendations (if needed) to foster a safe and equitable learning environment for all was developed with timelines, strategies and responsibilities outlined to ensure continuing operating procedures was aligned</p>	<p>Through collaboration with stakeholders and review of written manuals and policies regarding technology, a list of recommendations (if needed) to foster a safe and equitable learning environment for all was developed with timelines, strategies and responsibilities outlined to ensure alignment with state and federal policies.</p>	<p>Through limited collaboration with stakeholders and review of written manuals and policies regarding technology, a list of recommendations was developed.</p>

Element	Capstone (3)	Milestone (2)	Milestone (1)
	with state and federal policies.		

IL 561 Assignment #3 – Law Topic Presentation Rubric

Element	Capstone (3)	Milestone (2)	Milestone (1)
Organization	Organizational pattern (introduction and conclusion, sequenced material within the body, and transitions) is clear, consistent, and makes the presentation cohesive.	Organizational pattern (specific Introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.
Delivery	Delivery techniques make the presentation compelling, and speaker appears polished, knowledgeable of topic, and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which significantly establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which partially supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling to stakeholders.	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not memorable.

STANDARDS

TENNESSEE INSTRUCTIONAL LEADERSHIP STANDARDS (TILS)

Standard A: Instructional Leadership for Continuous Improvement

An ethical and effective instructional leader facilitates professional practice that continually improves student learning.

Indicators:

1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for continuous improvement.
2. Builds capacity of educators to provide all students a rigorous curriculum, aligned with national standards.
3. Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.
4. Leads educators to develop and execute interventions to address all students' learning needs, grounded in multiple sources of data (academic, social, and/or emotional).
5. Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.

Standard B: Culture for Teaching and Learning

An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.

Indicators:

1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for a culture conducive to teaching and learning.
2. Leverages educator strengths to engage all students in meaningful, relevant learning opportunities.
3. Fosters a safe, respectful, and orderly environment for all.
4. Takes measures to actively involve families in the education of their children.
5. Models and communicates expectations for individual and shared ownership of student, educator, and school success.
6. Recognizes and celebrates improved educator and student performance related to school vision and goals.

Standard C: Professional Learning and Growth

An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.

Indicators:

1. Collaborates with stakeholders to communicate a clear, compelling vision for professional learning and growth.
2. Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.
3. Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.
4. Engages faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the Tennessee Standards for Professional Learning.
5. Collaborates with others to induct, support, retain and/or promote effective educators based on evidence of student and educator outcomes.
6. Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the Tennessee Teacher Leadership Standards.
7. Improves self-practice based on multiple sources of feedback, including performance evaluation results and self-reflection.

Standard D: Resource Management

An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.

Indicators:

1. Strategically utilizes community resources and partners to support the school's mission, vision, and goals.
2. Includes a diverse set of educators and stakeholders in school improvement decisions.
3. Establishes, communicates, and enforces a set of standard operating procedures and routines aligned with district, state, and federal policy.
4. Performs all budgetary and responsibilities with accuracy, transparency, and in the best interest of students and staff.

**COUNCIL FOR THE ACCREDITATION OF EDUCATOR PREPARATION (CAEP)
STANDARDS FOR ADVANCED PROGRAMS**

Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Standard 2: Clinical Partnerships and Practice

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Standard 3: Candidate Quality, Recruitment, and Selectivity

The provider demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that advanced program completers are prepared to perform effectively and are recommended for certification where applicable. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

Standard 4: Program Impact

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Standard 5: Provider Quality Assurance and Continuous Improvement

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

**INTERNATIONAL SOCIETY FOR TECHNOLOGY EDUCATION (ISTE A)
STANDARDS FOR ADMINISTRATORS**

1. **Visionary Leadership** - Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.
 - a. Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders.
 - b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision.
 - c. Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan.

2. **Digital Age Learning Culture** - Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.
 - a. Ensure instructional innovation focused on continuous improvement of digital-age learning.
 - b. Model and promote the frequent and effective use of technology for learning.
 - c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners.
 - d. Ensure effective practice in the study of technology and its infusion across the curriculum.
 - e. Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration.

3. **Excellence in Professional Practice** - Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.
 - a. Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration.
 - b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology.
 - c. Promote and model effective communication and collaboration among stakeholders using digital age tools.
 - d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning.

4. **Systemic Improvement** - Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.
 - a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources.
 - b. Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning.
 - c. Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goal.
 - d. Establish and leverage strategic partnerships to support systemic improvement.
 - e. Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning.

5. **Digital Citizenship** - Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.
 - a. Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners.
 - b. Promote, model and establish policies for safe, legal, and ethical use of digital information and technology.
 - c. Promote and model responsible social interactions related to the use of technology and information.
 - d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools.

THE INTASC MODEL CORE TEACHING STANDARDS (APRIL 2011)

The Learner and Learning

Standard #1: Learner Development

The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The candidate uses understanding of individual difference and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The candidate works with others to create environments that support individual and collaborative learning, and that encourages positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge

The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content

Standard #5: Application of Content

The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate's and the learner's decision making.

Standard #7: Planning for Instruction

The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard# 9: Professional Learning and Ethical Practice

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Notes:

- Source: <https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>
- In each standard the term “teachers” has been replaced with the term “candidate” in compliance with CAEP requirements.
- “These standards are no longer intended only for ‘beginning’ teachers but as professional practice standards. Council of Chief State School Officers. (2013, April). *Interstate Teacher Assessment and Support Consortium InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development*. Washington, DC: Author.
- Full documents available at:

<https://ccsso.org/blog/tennessees-career-readiness-programs-offer-students-pathways-success>

ELCC Standards

1.0 Candidates who complete the program are educational leaders who have the knowledge and ability to provide the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning.

- 1.1 Develop a Vision
- 1.2 Articulate a Vision
- 1.3 Implement a Vision
- 1.4 Steward a Vision
- 1.5 Promote Community Involvement in the Vision.

2.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

- 2.1 Promote Positive School Culture
- 2.2 Provide Effective Instructional Program
- 2.3 Apply Best Practice to Student Learning
- 2.4 Design Comprehensive Professional

3.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

- 3.1 Manage the organization
- 3.2 Manage Operations
- 3.3 Manage Resources

4.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interest and needs, and mobilizing community resources.

- 4.1 Collaborates With Community and Other Family Members
- 4.2 Respond to Community Interests and Needs
- 4.3 Mobilize Community Resources

5.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting fairly, with integrity, and in an ethical manner.

- 5.1 Acts with Integrity
- 5.2 Acts Fairly
- 5.3 Acts Ethically

6.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- 6.1 Understand the Larger Context
- 6.2 Respond to the Larger Context
- 6.3 Influence the Larger Context

7.0 Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

- 7.1 Substantial
- 7.2 Sustained

Commonwealth of KY Teacher Leader Standards KY-TLMS

Teacher Leader Standards for Educator Preparation and Certification. Effective August 1, 2019, the Education Professional Standards Board shall use the standards established in this section in the evaluation and assessment of a teacher leader for advanced certification and for the approval of teacher leader master preparation programs.

- 1. Standard 1: Foster a Collaborative Culture to Support Educator Development and Student Learning.**
 - a. The teacher leader shall be well versed in adult learning theory and shall use that knowledge to create a community of collective responsibility within his or her school; and
 - b. In promoting this collaborative culture among fellow teachers, administrators, and other school leaders, the teacher leader shall ensure improvement in educator instruction and, consequently, student learning.
- 2. Standard 2: Access and Use Research to Improve Practice and Student Learning.**
 - a. The teacher leader shall keep abreast of the latest research about teaching effectiveness and student learning, and shall implement best practices if appropriate: and
 - b. He or she shall model the use of systematic inquiry as a critical component of teachers' ongoing learning and development.
- 3. Standard 3: Promote Professional Learning for Continuous Improvement.**
 - a. The teacher leader shall understand that the processes of teaching and learning are constantly evolving: and
 - b. The teacher leader shall design and facilitate job-embedded professional development opportunities aligned with school improvement goals.
- 4. Standard 4: Facilitate Improvements in Instruction and Student Learning.**
 - a. The teacher leader shall possess a deep understanding of teaching and learning, and model an attitude of continuous learning and reflective practice for colleagues: and
 - b. The teacher leader shall work collaboratively with other teachers to improve instructional practices constantly.
- 5. Standard 5: Promote the Use of Assessments and Data for School and District Improvement.**
 - a. The teacher leader shall be knowledgeable about the design of assessments, both formative and summative: and
 - b. The teacher leader shall work with colleagues to analyze data and interpret results inform goals and to improve student learning.
- 6. Standard 6: Improving Outreach and Collaboration with Families and Community.**
 - a. The teacher leader shall understand the impact that families, cultures, and communities have on student learning: and
 - b. As a result, the teacher leader shall seek to promote a sense of partnership among these different groups toward the common goal of excellent education.
- 7. Standard 7: Advocate for Student Learning and the Profession.**
 - a. The teacher leader shall understand the landscape of education policy and shall identify key players at the local, state, and national levels; and
 - b. The teacher leader shall advocate for the teaching profession and for policies that benefit student learning.