

UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION AND
HUMAN SCIENCES
COURSE SYLLABUS

Course Title: IL 695 Legal and Ethical Responsibilities

Credit Hours: 3 Hours

Required Text:

Alabama Code of Ethics (290-3-3-.48), 2012 School Law Training Program - Act 2001-706, Section 16-1-38

College LiveText solutions membership (this is sold in the bookstore and online at www.LiveText.com.)

Instructor:

Office:

Phone:

Email:

Office Hours:

(Note: Occasionally other obligations – University committee meetings, meeting with interns, etc... - may impose upon stated office hours. Special appointments can be made with the instructor by phone or e-mail.)

Term:

Course Catalog Description:

This course is designed to provide knowledge and understanding of the legal framework and ethical considerations for leading and managing schools.

Course Overview:

Course objectives will be achieved through a variety of activities and instructional methods. Students will be exposed to lectures, small and large group discussions, case studies, assigned readings, individual written assignments and oral presentation. A major feature of the course involves problem-based learning. Problem-based learning is designed to provide students with opportunities to deal with the kinds of problems they are likely to face as school leaders. Most of the learning occurs within the context of small groups (teams), with the basic unit of instruction being a student developed portfolio.

1. Ethical Issues in Education/ Code of Ethics

2. Legal and policy framework for successful management
3. Legal issues involving liability of school systems and individuals
4. Roles and responsibilities of persons or agencies on the formal schooling process at the elementary, middle and high school levels
5. Federal constitutional and statutory rights and regulations
6. Statutory rights of Alabama certified and non-certified personnel
7. Legal responsibility of local school administrator
8. Research on legal matters affecting the school administrator
9. Research and analysis of relevant court cases
10. Research and analysis of relevant statute or regulation
11. Application of legal principles to specific situations
12. The boundary-spanning role of the school leader
13. Constitution/State Legislation/School Board Policy

Course Objectives and Student Outcomes:

Conceptual Framework Ref.	Alabama Standard		Assignment	Method of Assessment
1,6	290-3-3-.48 (2)(h)1.(i)	Adhere to a professional code of ethics and values.	Final Paper	Final Paper Rubric
1,4,6	290-3-3-.48 (2)(h)1.(ii)	Make decisions based on the legal, moral and ethical implications of policy options and political strategies.	Case studies	Case Studies rubric
1,2	290-3-3-.48 (2)(h)1.(iii)	Develop well-reasoned educational beliefs based upon an understanding of teaching and learning.	Final Paper	Final Paper Rubric
1,2	290-3-3-.48 (2)(h)1.(iv)	Act in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications	Legal Briefs	Legal Briefs Rubric
2,4	290-3-3-.48 (2)(h)2.	Understand ethical and legal concerns educators face when using technology throughout the teaching and learning environment	Legal Briefs	Legal Briefs Rubric
1,6	290-3-3-.48 (2)(h)3	Make decisions within an ethical context. (2.h.3)	Final Paper	Final Paper Rubric
1		Develop a personal code of ethics embracing diversity, integrity and the dignity of all people	Final Paper	Final Paper Rubric
2		Demonstrate understanding of the legal and policy framework for the recruitment, selection, induction and retention of certified, non-certified, and parent/community volunteers in the school/system.	Legal Briefs	Legal Briefs Rubric
2		Identify pertinent state legislative enactments and state school board policies in regard to the legal responsibility	Legal Briefs	Legal Briefs Rubric

		of the local school administrator.		
2,4		Demonstrate the ability to find and analyze a relevant statute or local school regulation and to review a local school system policy in light of recent court decisions or federal or state statutes.	Case Studies	Case Studies Rubric
2,4		Demonstrate the ability to apply a legal principle to a current school problem and make pertinent recommendations to address this particular situation.	Case Studies	Case Studies Rubric
2,4,5		Demonstrate understanding of the legal and policy framework for supervising and evaluating certified and non-certified employers and volunteers.	Case Studies	Case Studies Rubric
2,6		Demonstrate knowledge of the federal, state, and local laws that impact administrators in terms of individual liability, student rights, due process and torts.	Case Studies	Case Studies Rubric
2,4		Demonstrate the ability to use the literature or law libraries to find and research a court case or legislative enactment affecting the school administrator, and to draw relevant conclusions.	Legal Briefs	Legal Briefs Rubric
3,4		Identify some sources at the local school level, central office level, and state level that one might approach to seek help for students having problems in such areas as health, discipline, learning, finance and family relationships.	Field Based Project	Field Based Project Rubric
1,6		Demonstrate an understanding of the laws of Alabama that affect certified and non-certified personnel in such areas as hiring, termination of employment, tenure, transfer and evaluation.	Case Studies	Case Studies Rubric
2,4,5		Demonstrate the ability to conduct research on legal matters affecting school administration: transportation, discrimination in the workplace, due process and child abuse.	Legal Briefs	Legal Briefs Rubric
2		Prepare an overview of how public education is organized and administered at federal, state, and local levels in America and how laws have played a major role in this process.	Powerpoint Presentation	Powerpoint Presentation Rubric
2,5,6		Identify federal and state statutes and court decisions that define the rights of students, employees, and program administration.	Legal Briefs	Legal Briefs Rubric

Course Requirements:

Each of the following requirements must be met:

1. Adherence to University attendance policies
2. Successful completion of all reading; Legal briefs assignments as judged by assessment Rubric #2
3. Final paper on case law content that involves your personal code of ethics/Rubric #3.

4. Participation in class case studies and written reflection on the indicator/critical success factor/ Rubric #1
5. Document a comprehensive understanding of legal and ethical principles that contribute to student achievement through planning, documenting, and executing a field-based learning project. (See attached description and SREB Intern Learning Planner, Critical Success Factor # 13)/Rubric #4
6. Document a field-based learning project that addresses Standard H1(i-v), 2, & 3 by written assessment of a personal professional educational experience that reflects decision making within an ethical context/Rubric #5
7. End of Term Exam (Rubric attached for Assessment of Key Indicators (2)(h)1.(i) - (v) and (2)(h)2/ Rubric #6
8. LiveText

Attendance and Participation in Class and Participation in Group Case Studies (16 points each; 96 points total : 16% of grade) This is a very reading and study-intensive course. Each student is expected to participate and complete all reading and written assignments on time, and actively engage in class by closely connecting class topics and discussions to textbook and other readings.

Student Learning Outcome: The student will articulate an understanding of basic legal concepts through examination and discussion of relevant court cases. The student will gain an awareness of major legal resources and demonstrate the ability to use those resources.

Assessment Method: Each case study will be graded using the Case Study Rubric.

Legal Briefs (32 points each; 192 points total : 32% of grade:) DUE: each class
Each student will prepare six carefully articulated and thoroughly researched briefs on

assigned cases pertaining to the course material and assigned reading. Upload your briefs in written format to Angel. Failure to post the brief on Angel by the required time poses a hardship for your class colleagues and thus will result in an automatic deduction of one letter grade. Do not copy or otherwise plagiarize the brief. It should be *your work* in *your words*. Each brief should be a one-page, single-spaced paper (Times New Roman font, 12 point type, one-inch margins) summarizing the case using the following format with at least one paragraph within the conclusion discussing the impact of this case and the decision of the case to administrators. Address each of the questions or statements below. Label each section (for example, Facts, Issues, Ruling) as labeled below.

Citation: List the legal citation for the case. This should be the title of the paper.

Fact(s): Restate the legally relevant facts of the case. Discuss in detail what happened to get this case into the court system.

Issue(s): In one sentence, identify the question to be answered. To pick out the issue, think about who is arguing and what they are arguing about. An issue statement should include the sources of the law (for example, the First Amendment,

the Texas Revised Code, IDEA, etc.), the parties involved, and the issue to be decided. For example, “Was the school district guilty of discrimination?” is not significantly detailed to meet the criteria of a good issue statement. “Does the equal protection clause of the 14th Amendment prevent public school districts from maintaining separate schools based on race?” contains the necessary components of an issue statement.

Ruling: What did the courts decide? What were the results? What was the *final* ruling for the case?

Rationale: Why did the court make that particular decision? What precedent or social event brought the court to this particular decision? On what did the court base these answers?

Conclusion: How does this court decision relate to your life as an educator or administrator, and education in general? What does this ruling mean to our profession?

How will our lives be altered by this decision? How will the students’ lives be altered by this decision?

Student Learning Outcome: The student will comprehend and utilize basic legal tests applied by the judiciary in their application to factual situations and cases. The student will demonstrate critical analysis by differentiating factual and evidentiary data.

Assessment Method: Your briefs will be graded using a Legal Brief Rubric.

Field Based Learning Project (112 points: 19% of grade) DUE : Nov. 28th

District Tort Liability: Data Assessment Plan and Project

The Tort Walk Assessment, Research and Development, and Improvement Plan Project is a comprehensive district-wide view of negligence assessment, research, development and improvement for district leadership. There are three major components of the Project and each is both required and graded. The three major components of the Project are:

Phase 1: the Tort Walk Assessment

Phase 2: the Research and Development; and

Phase 3: the Improvement Plan

Phase 1: Tort Walk Assessment

The Tort Walk Assessment Component requires that the aspiring district leader conducts a comprehensive assessment of negligence risks and existent negligence related conditions within at least two school buildings through the lens of the district leader. A tort is a civil wrong not involving contracts. The term is applied to a variety of situations where one suffers damage or loss due to the improper conduct of another. The most common tort is that of negligence. Negligence involves the existence of a legal duty of care, the breach of that duty, and a finding that the breach is the proximate cause of damage or loss that results.

For the Tort Walk Assessment Phase 1, after reading the related assignments and attending the related lecture, you are required to conduct a Tort Walk Assessment

using the attached Tort Walk Assessment Checklist. You are required to document what you find on the Tort Walk Assessment Checklist.

The arenas that must be examined are the following:

1. classrooms
2. hallways
3. playground/recess
4. lunchroom
5. before school
6. after school
7. field trips
8. bus/transportation
9. science class
10. physical education class; and
11. shop/tech/art class.

For the following assignment you are prohibited from identifying school district, school building, or any individuals. All data should be anonymous and stripped of identifying markers.

You will perform a Tort Walk Assessment in at least TWO school buildings.

You will:

1. obtain permission from the building principals
2. visit each prescribed school arena as listed above
3. determine whether both supervision and equipment for each of the aforementioned 11 arenas is acceptable or need for improvement.
4. comment on your observations in the context of the entire district wide systems perspectives within the context of the community wherein the schools are located.
5. Get information, both formal and informal, from multiple stakeholders, where necessary, to understand routine practice and procedures. For purposes of the Tort Walk Assessment, supervision of students is defined as “direct teacher/adult supervision by school personnel.” Equipment issues incorporate distribution of materials, class assigned equipment, fixed school equipment, and moveable school equipment having student exposure. For the purposes of this assessment, acceptable means “acceptable within the framework of federal and state law.” For the purposes of this assessment, need for improvement means “inconsistent or in violation of federal and state law.” In Phase 1, you are required to describe how you facilitated and engaged in this activity and how you planned on informing district decision-making by collecting and organizing formal and informal data information from multiple stakeholders.

Phase 2: Research And Development

Now that you have performed a Tort Walk Assessment, you are required to write a comprehensive Research and Development Paper specifically and directly related to the issues you observed within the Tort Walk Assessment. Based upon the assigned readings and related lecture, you are required to identify three legal issues that you observed during your Tort Walk Assessment in the eleven (11) school arenas. These

three (3) legal issues may be those in either the “acceptable” or “need for improvement” category.

For each of the three (3) legal issues, you are required to do the following:

1. Conduct research related to legal aspects of these identified issues. Then, in this Phase 2, for each issue you observed during the Tort Walk Assessment (Phase 1), you must comprehensively detail and describe at least three sources. (For example, sources can include case law, statutes, journal articles, book chapters, newspaper descriptions, and the internet.) Apply the three research sources to the legal issues you identified that occurred in the buildings in which you conducted a Tort Walk Assessment.
2. Draw conclusions regarding best district-wide practice, strategies and policies, comprehensively analyzing how the application of the research directs policy development and best practice. This would include describing how specific laws at the local, state and federal levels affect the district and residents.
3. Include a section on how you plan on developing the ultimate Improvement Plan (Phase 3) that will evidence a respect for the rights of others with regard to confidentiality and dignity and engagement in honest interactions.
4. Include a section on how you plan to remain impartial, sensitive to student diversity and sensitive to ethical considerations in you interactions with others as you proceed to address the negligence issues.
5. Include a section on the process you intend you use to make decisions based upon ethical and legal principals.
6. Include a section describing the larger political, legal and cultural context you plan to use to develop activities and policies that benefit this district and its students with regard to the SES of the community.

The above Phase 2 portion of this project will be graded based upon evidence of comprehensive knowledge of federal and state, constitutional, statutory, and regulatory provisions and judicial decisions government education. There should be comprehensive research and analysis applicable to the issues raised as a result of the Tort Walk Assessment (Phase 1). This section should include a comprehensive application of extensive knowledge of common law and contractual procedures that should be used within the district setting.

The Research and Development Component (Phase 2) also requires a major reflection and analysis section. This section should comprehensively detail the following:

1. Detail how the research directs comprehensive policies that can be developed that target the unique needs of a safe school environment.
2. Describe how the research directs comprehensive policies that promote student health and welfare
3. Provide a comprehensive description of the processes by which federal, state, district and school-site policies should be enacted, implemented and evaluated
4. Provide research based direction for developing strategies for influencing policy development within the district

Phase 3. Improvement Plan

Based upon the Tort Walk Assessment Phase 1 and the Research and Development Phase 2, you are required to develop and write an Improvement Plan specifically and comprehensively addressing the unique issues raised in the schools you assessed, using a district wide leadership lens.

The Improvement Plan must include:

1. A comprehensive operational plan, including processes, and strategic goals based upon the findings of the Tort Walk Data-Collection Assessment and your research in the Research and Development Phase. You are required to incorporate and utilize practical applications of organizational theories to establish the Improvement Plan.
2. A comprehensive and system-wide description of the implementation of appropriate management techniques and group processes to be used, including defining roles, assigning functions, how those roles and functions will be delegated effectively and incorporate a means of accountability within the plan for attaining goals.
3. A budget section where you develop and detail a plan for incorporating fiscal, human and material resources, giving priority to student learning and safety, demonstrating an understanding of budgeting processes and fiduciary responsibility. You are to include details that indicate that financial resources are allocated equitably for the whole district. You are also to include ways to use public resources and funds appropriately and include ways to encourage the community to provide new resources to address identified emerging student needs.
4. A communication section where you detail a plan for communicating the policies that resulted from the Tort Walk Data Collection Assessment Phase 1 and the Research and Development

Phase 2.

5. A stakeholders section where you detail how community members, groups and other stakeholders will be involved in district decision-making about negligence policies, including strategies to capitalize on the district's integral role in the larger community.
6. A community network section where you detail how you plan on developing lines of communication with local, state and federal authorities about negligence policies in the district. This includes how you plan on actively advocating for improved policies, laws and regulations that affect the district and how you plan on working with organizations representing schools, educators and others with similar interests.
7. A comprehensive professional development program to strategically integrate district and school priorities, to build faculty as a resource and to focus on improving student outcomes.

What should be included in a Field Project?

A Bibliography, in APA format, is required.

Tort Walk Assessment Checklist

Arena	Acceptable	Need for Improvement	Comments	
Classrooms				
Hallways				
Playground/Recess				
Lunchroom				
Before School				
After School				
Field Trips				
Bus/Transportation				
Science Class				
Physical Education Class				
Shop/Tech/Art Class				

Final Research Paper- (96 points: 16% of grade) DUE : _____
LIVETEXT submission

Code of Ethics: You are to write your personal code of ethics: during your reading in this course you will be asked to begin thinking of your own code of ethics and what issues you face when making decisions. Sometimes we are all faced with complex decisions that are not 100 percent right or wrong. What guides your own believe system and what do you think of when making decisions daily. We are all unique and have different experiences and opportunities that mold us to where we are today. We sometimes make decisions that are in the best interest of all and sometimes make decisions related to individual situation. Do we at all times try to be fair, firm and consistent or are their situations where we deal with students differently than others depending on the situation. I personally have found that the more you are able to write your own personal Code of Ethics then it becomes more up front in your day to day interactions. Please write a one page personal code of ethics related to the way you look at issues that come your way daily. Use the above ideas to move you through this code. We all should have an Ethical Platform to stand on when making decisions. Also, has

your code of ethics changed any over the years or has it remained the same. Use APA 6th edition.

Powerpoint Presentation of Content Knowledge (104 points, 17% of grade)

DUE:

Each student will complete a powerpoint presentation over the semester’s course material.

Student Learning Outcome: The student will gain an in-depth understanding of landmark

cases in various areas of school law. The student will demonstrate familiarity with terminology in the field of law as it applies to education.

Assessment Method: The presentation will be evaluated using powerpoint presentation rubric

Grading:

- 1. Legal Briefs - Rubric #1 192 points
- 2. Participation in & written reflection of Case Studies- Rubric #2 96 points
- 3. Research Paper on Case Law Content and Ethics- Rubric #3 96 points
- 4. Field-based learning project, Standard H Key Indicators- Rubric #4 112 points
- 5. Powerpoint presentation on knowledge Content- Rubric #5 104 points

TOTAL 600 points

Grading Scale:

- A = 540 - 600
- B = 480 - 539
- C = 420 - 479
- F = 419 and below

LiveText Grade Equivalent

- A = Target
- B = Acceptable
- C = Unacceptable

Key Dates and Assignments

Week	Date	Assignment
1		
2		
3		
4		
5		
6		
7		
8		
9		

10		
11		
12		
13		
14		
15		
16		

***This is a tentative schedule. All changes in the schedule will be announced in class.**

UNA Policy for Students with Disabilities:

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Developmental Services prior to the beginning of the semester to initiate the accommodation process and to notify instructors within the first three class meetings to develop an accommodation plan. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Developmental Services.

UNA Attendance Policy:

Regular and punctual attendance at all scheduled classes and activities is expected of all students and is regarded as integral to course credit. Each student is directly responsible to the individual professor for absences and for making up work missed. Other absence policies stated in the official UNA Attendance Policy will be adhered to.

Rubric for Final Research Paper

Criterion	4 Target	3 Acceptable	1 or 0 Unacceptable	Score
Purpose	Introduces and presents topic effectively and clearly; central argument is readily apparent to the reader	Introduces and presents topic adequately; central argument is not consistently clear throughout the paper	Introduces and presents topic poorly; argument is generally unclear	
Development and content	Develops topic with effective supportive examples; provides a balanced presentation of relevant information and shows a thoughtful, in-depth	Develops topic with adequate supportive examples; information	Topic is undeveloped or has no supportive examples; analysis is vague or not	

	analysis of a significant topic; reader gains insights	displays evidence of a basic analysis of a significant topic; reader gains some insights	evident; reader is confused or may be misinformed	
Documentation and support	Topic is supported effectively with legitimate sources that are clearly attributed	Topic is generally supported with legitimate sources; attribution is mainly clear	Attribution is missing, or sources given are poorly chosen	
Organization	Arranges ideas clearly and logically to support the purpose or argument; ideas flow smoothly and are effectively linked; reader can follow the line of reasoning	Arranges ideas adequately to support the purpose or argument; links between ideas are generally clear; reader can follow the line of reasoning for the most part	Arranges ideas illogically; ideas frequently fail to make sense together; reader cannot identify a line of reasoning and becomes frustrated or loses interest	
Writing mechanics	Writing demonstrates a sophisticated clarity, conciseness, and correctness	Writing is accomplished in terms of clarity and conciseness and contains only a few errors	Writing is unfocused, rambling, or contains serious errors	
APA format	Uses APA format accurately and consistently	Uses APA format with minor violations	Does not use APA format	

Rubric for Group Case Studies

Criterion	4 Target	3 Acceptable	1 or 0 Unacceptable	Score
Completeness	Addresses all elements of the discussion activity	Addresses most elements of the discussion activity	Does not address elements of the discussion activity	
Quality of response	Demonstrates an excellent understanding of the question(s) through well-reasoned and thoughtful reflections; response is factually	Demonstrates a good understanding of the question(s) through well-reasoned and thoughtful reflections; response is factually correct but lacks full	Demonstrates elementary understanding of the question(s); response is incomplete, off-topic, incorrect, or	

	correct and substantive, with relevant references and examples and a clear connection to the readings	development and a clear connection to the readings	irrelevant to the discussion activity	
Comments to others	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts	Elaborates on postings with some further comments or observations	Does not post comments to others	
Participation	Contributes regularly and on a timely basis; meets or exceeds minimum requirement for replying to classmates; always observes proper online etiquette (is respectful, courteous, and professional)	Contributes occasionally and on a timely basis; meets the minimum requirement for replying to classmates; observes proper online etiquette	Does not contribute to discussion on a timely basis or observe proper online etiquette or both	

Note: Criteria are evaluated on a 4-3-2-1-0 basis. A total rubric point for each case study is 16 points.

Rubric for Legal Briefs

Criterion	4 Target	3 Acceptable	1 or 0 Unacceptable	Score
Citation	Cites the court case accurately and completely	Cites the court case accurately and completely in most respects	Does not cite the court case	
Topic and issue(s)	Identifies and describes in detail the topic and issue(s) of the case	Identifies and describes the topic and issue(s) of the case	Incompletely identifies the topic and issue(s) of the case	
Facts	Presents and explains the facts of the case	Presents the facts of the case	Presents few, if any, facts of the case	
Findings	Summarizes comprehensively the trial court's decision and, if applicable, the appellate court's decision	Summarizes the trial court's decision and, if applicable, appellate court's decision	Provides an incomplete summary or omits a summary of the court's decision	
Reasoning	Explains the reason(s) for the decision in detail	Explains the reason(s) for the decision	Incompletely explains the reason(s) for the decision	
Implications for administrators	Thoroughly assesses the implication(s) of the	Adequately assesses the	Incompletely assesses the implication(s) of the decision	

	decision and its importance for administrators	implication(s) of the decision and its importance for administrators	and its importance for administrators	
Overall presentation	Well-written and insightful (writing demonstrates a sophisticated clarity, conciseness, and correctness); includes thorough details and relevant data and information; extremely well-organized	Well-written (writing is accomplished in terms of clarity and conciseness and contains only a few errors); includes sufficient details and relevant data and information; well-organized	Poorly written (writing is unfocused, rambling, or contains serious errors); lacks detail and relevant data and information; poorly organized	
APA format	Uses APA format accurately and consistently	Uses APA format with minor violations	Does not use APA format	

Note: Criteria are evaluated on a 4-3-2-1-0 basis. A maximum total point for each legal brief is 32 points.

Field Based Plan Project is a comprehensive district-wide view of negligence assessment, research, development and improvement for district leadership. There are three major components of the Project and each is both required and graded.

The three major components of the Project are:

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Phase 2: the Research and Development; and

Phase 3: the Improvement Plan

What should be included in Field Project? RUBRIC

A Bibliography, in APA format, is required.

Tort Walk Assessment Checklist

Arena	Acceptable	Need for Improvement	Comments
Classrooms			
Hallways			
Playground/Recess			
Lunchroom			
Before School			
After School			

Field Trips				
Bus/Transportation				
Science Class				
Physical Education Class				
Shop/Tech/Art Class				

Final PowerPoint Presentation Rubric

Student Name: _____

Title of Presentation: _____

CATEGORY	Excellent-4	Good-3	Satisfactory-2	Needs Improvement-1
Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that seems inaccurate.	The content is generally accurate, but one piece of information is clearly inaccurate.	Content confusing or contains more than one factual error.
Sequencing of Information	Information is organized in a clear, logical way. It is easy to anticipate the next slide.	Most information is organized in a clear, logical way. One slide or piece of information seems out of place.	Some information is logically sequenced. An occasional slide or piece of information seems out of place.	There is no clear plan for the organization of information.
Effectiveness	Project includes all material needed to give a good understanding of the topic. The project is consistent with the driving question.	Project is lacking one or two key elements. Project is consistent with driving question most of the time.	Project is missing more than two key elements. It is rarely consistent with the driving question.	Project is lacking several key elements and has inaccuracies. Project is completely inconsistent with driving question.
Use of Graphics (MAX. POINTS IS 2 PTS.)			. All graphics are attractive (size and colors) and support the topic of the presentation.	. A few graphics are not attractive but all support the topic of the presentation.
Text - Font Choice & Formatting	Font formats (color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
Delivery	Members spoke at a good rate, volume and with good grammar. They maintained eye-contact while using, but not reading their notes.	Members spoke a little faster or slower than necessary, or too quietly or loudly. They used acceptable grammar. They maintained eye-contact, but relied	Members spoke at a good rate and volume, but used poor grammar. They relied heavily on their notes.	Members demonstrated having paid little attention to rate, volume or grammar. They read nearly word for word from notes.

		too much on their notes.		
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Reminders:

1. All students are held responsible for active, supportive, and respectful participation during class sessions and contact time with students, teachers, parents, and other professionals and community members.
2. Demonstrate professionalism, which is defined as the conduct of qualities that characterize a profession and a professional person. Your actions, appearance, quality of work, and attitude should reflect a high level of professionalism.
3. Keep copies of all your work on disk. Should any problems occur, you may be asked to provide a copy of the assignment. All work, unless otherwise stated, is to be completed independently and not taken from any other source, such as the Internet, textbooks, or other educators.

**UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION AND HUMAN SCIENCES
CONCEPTUAL FRAMEWORK**



Learners, Inspiring Leaders, Transforming Lives

The College of Education’s Conceptual Framework, which is continuously evaluated in an outcome-based system, establishes a shared vision in preparing educators to work effectively in P-12 schools; provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability; and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission:

“Changing lives. Creating futures.”

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

“Knowledgeable Practicing Professionals” who:

- Demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
- Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth;
- Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;
- Use technology to support assessment, planning and instruction for promoting student learning;
- Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
- Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama’s College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all candidates to learn.

(cut)

Syllabus Contract:

I have received a copy of the syllabus for IL 695. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in the syllabus.

Signature _____

Date _____

Personal Information

Name _____

Address _____

Phone # _____

E-mail address _____

Major _____