| **PROFESSOR:** |   |
| --- | --- |
| **OFFICE LOCATION:** |   |
| **OFFICE HOURS:** |   |
| **PHONE NUMBER:** |   |
| **E-MAIL:** |   |
| **SEMESTER:** |   |
| **DELIVERY METHOD:** |   |

# COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:

## EDF 4782 Ethics and Law (2 Credits)

This course examines public and private school law and ethical issues as they affect teachers' rights and legal responsibilities to students, including an examination of students' legal rights and the ethical parameters of education. State, federal, and case law and policy affecting school district management, educators, parents, and students are reviewed.

## PREREQUISITES FOR THIS COURSE:

Admission into the Bachelor of Science in Education program or special permission from the Dean of the School of Education; Prior to enrolling in any upper level course (course number beginning with a 3 or 4), students must complete the following courses with a grade of “C” or better: ENC 1101 English Composition I, ENC 1102 English Composition II, and three semester hours of college level mathematics; or permission from the appropriate academic dean.

### CO-REQUISITES FOR THIS COURSE:

None

## GENERAL COURSE INFORMATION:

Topic Outline

Legal framework of public education

Education Statutory Rule, Regulations and Legislation

Student, Teacher, Schools and District Legal Issues

State Role in Education

Federal Role in Education

Individuals with Disabilities Education Act

Meta Consent Decree

Ethical and Moral Issues in Education

## ALL COURSES AT FLORIDA SOUTHWESTERN STATE COLLEGE CONTRIBUTE TO THE GENERAL EDUCATION PROGRAM BY MEETING ONE OR MORE OF THE FOLLOWING GENERAL EDUCATION COMPETENCIES:

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

A. General Education Competencies and Course Outcomes

1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

 General Education Competency: Analyze

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

 The teacher candidate will analyze court cases and the legislative outcomes (i.e. policy, laws, mandates) regarding student, teacher, schools and district legal issues to understand professional and ethical conduct in a K-12 environment.

 The teacher candidate will analyze the role of state and federal government in education as it applies to k-12 public and private education.

 The teacher candidate will analyze the individual with Disabilities Education Act and the legislation surrounding this law to apply to teaching in a k-12 setting.

 The teacher candidate will analyze The Florida Meta Consent Decree’s (LULAC et. Al. vs The Florida EOE, 1990) role in the identification, placement, and assessment of English Language Learners to apply in a K-12 setting.

 The teacher candidate will analyze and classify the Principles of Professional Conduct for the Education Profession in Florida, 6B-1.006 and the Code of Ethics of the Education Profession in Florida, 6B-1.001B. Other Course Objectives/Standards

 The teacher candidate will create a legal framework for public education to be utilized for instruction in a K-12 classroom

SPECIFIC COURSE COMPETENCIES:

 Critical Task Assignments and/or Assessments

At the conclusion of this course, teacher candidates will demonstrate competency in the following Preprofessional Florida Educator Accomplished Practices (FEAPs), Common core Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL k-12 Competencies, Reading Competencies and elements of the Uniform Core Curriculum.

FSAC- Florida Subject Area Competencies and Skills

 FEAP- Florida Educator Accomplished Practices

 PEC- Professional Education Competencies

ESOL T.S.- Florida Teacher Standards for ESOL Endorsement

 ESOL K-12- English Speakers of Other Languages K-12 Competencies

\* The numbers and letters in the graph below correspond to the standards, indicators and

 competencies found above.

Course FSAC FEAP/

PEC Reading ESOL T.S. ESOL k-12

EDF 4782 18.3 2f

6 1.A.6, 4.15, 4.16

 2d, 2h,

 1.A.6

5.2

 5.2.a 11

 6 4.15 11

RELATIONSHIP OF COURSE TO PROGRAM GOALS AND NATIONAL SPECIALIZED PROGRAM ASSOCIATION STANDARDS:

This course is part of the Florida SouthWestern State College, Baccalaureate program in Education, for teacher licensure in the State of Florida in the area of Elementary Education K-6, Secondary Biology or Mathematics. This program Complies with the standards for teacher licensure established by the Florida Department of Education and covers the Preprofessional Florida Educator Accomplished Practices, Common core Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL K -12 Standards, and Reading Competencies.

## DISTRICT-WIDE POLICIES:

### PROGRAMS FOR STUDENTS WITH DISABILITIES

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <https://www.fsw.edu/adaptiveservices>.

### REPORTING TITLE IX VIOLATIONS

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct. Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu. Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online. Additional information and resources can be found on the College’s website at <https://www.fsw.edu/sexualassault>.

## REQUIREMENTS FOR THE STUDENTS:

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

## ATTENDANCE POLICY:

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog and defers to the professor.)

## GRADING POLICY:

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

| **Grade Percent** | **Letter Grade** |
| --- | --- |
| 90 - 100 | A |
| 80 - 89 | B |
| 70 - 79 | C |
| 60 - 69 | D |
| Below 60 | F |

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

## REQUIRED COURSE MATERIALS:

(In correct bibliographic format.)

## RESERVED MATERIALS FOR THE COURSE:

Other special learning resources.

## CLASS SCHEDULE:

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

## ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

(Which would be useful to the students in the class.)