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EDU 407E.50: Ethics and Policy Issues

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EDU 407: Ethics and Policy Issues Spring Semester 2021

Instructor Information

Instructor: Erin O'Reilly, M.Ed.

Office: 222

Meeting Days & Time: Asynchronous

Building: Online - Moodle

Email: erin.oreilly@mso.umt.edu

Cell Phone: (406) 370-9661

About me: <https://about.me/mserinoreilly>

Office Information:

We have all needed help in something at some point in our lives. If you find yourself not understanding the assigned readings, activities, discussion prompts, or assignments, encounter issues or concerns or need to meet with me for any other reason - please set up an appointment with me. I am always willing to arrange a mutually convenient time and place to meet. This might include a scheduled call, video conferencing, or meeting in person. Feel free to email, call or text me.

The University of Montana Mission Statement

The University of Montana-Missoula pursues academic excellence as demonstrated by the quality of curriculum and instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases. The University also educates competent and humane professionals and informed, ethical, and engaged citizens of local and global communities; and provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, State, nation and the world.

The University of Montana Commitment to Our Values

We are committed to action and living the values of equality, diversity, and inclusion. Building our community of inclusion, diversity, equality, with compassion, empathy, and respect. We will work to build awareness and appreciation for our diversity. We will ensure access to resources on the campus for those who feel uncertain or need assistance. We will reassert UM's long-valued inclusiveness, strengthen our commitment to civil discourse, and continue our ongoing efforts to create a safe campus. We will seize opportunities to come together as ONE University of Montana and, in doing so, set a powerful example in our state and for our nation.

College of Education Mission Statement

The School of Education shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity, and ethical behavior. We work together producing and disseminating knowledge to advance the physical, emotional, and intellectual health of a diverse society.

Course Description

Practical application of ethical principles of the teaching profession. Analysis of the American public school and major policy issues from historical, legal, political, social as well as ethical perspectives.

Course Purpose

This course is designed to familiarize you with foundational texts that have shaped the evolution of the American School. This course explores a number of educational policy issues that are relevant to public school teachers from historical, philosophical, and legal perspectives. A variety of historical accounts and philosophical essays will form the theoretical basis for our exploration. The chosen readings are roughly chronological and highlight many of the religious, political, economic and social movements that have shaped the diffuse array of schooling experiences that

exist in this country. The first unit of the course will focus on these foundational readings. The second unit examines contemporary ethical quandaries experienced by teachers. The final unit examines educational law.

As I am a firm believer in dialogical pedagogy, and since these readings lend themselves to conversation, much of this class will consist of discussions that focus on the chosen course materials. You will be expected to discuss issues, problems and questions that arise both from the assiduous reading of texts and in reaction to the comments of your fellow classmates. In other words, you must read the assigned materials and you must participate in discussions by reading and responding to the points made by your classmates.

All issues discussed in the course will be fleshed out primarily through historical narratives, philosophical treatises, and legal analyses. However, these texts will be supplemented by writings encompassing a diverse array of authors, eras, perspectives, and traditions so as to promote critical literacy in a number of disciplines, strong communication skills, and an appreciation for how lived experiences can shape perspectives on educational policy.

Ultimately, I hope this class serves as a gateway for you to explore the inherent complexity and theoretical richness of the educational endeavor. Moreover, since the study of schooling essentially becomes a study of values, in that schools seek to reproduce the values of a given culture, this course will also constitute a cultural study of American identity. I hope you enjoy it.

Course Objectives

- To examine and evaluate competing definitions and viewpoints of education policy, ethics, and law
- To trace the historical roots and development of education policy
- To examine the foundations of education policy in the United States through different philosophical and legal sources
- To apply ethics principles and school law to multiple scenarios and cases
- To demonstrate a basic understanding of educational law

Course Outcomes

- Students will analyze a variety of source material in their readings for class
- Students will compare and analyze competing and complementary research
- Students will conduct ethics analyses of real-life scenarios teachers have experienced
- Students will analyze, synthesize and apply school law to current or recent court cases and issues in education

Instructional Methods

This course will provide a number of teaching and learning formats to promote individual personal and professional growth. Formats will include checks for understandings, reflective and synthesis writing, problem-solving case study activities, individual work, and independent reading.

Conduct in Discussion Forums and Collaboration

As future education professionals, it is expected that you will conduct yourself with the highest professionalism in our online learning environment.

Elements of Our Learning Environment that we will promote and foster during our time together:

- Equitable Learning
- Inclusion
- High Expectations
- Supportive Learning
- Active Learning
- Frequent Progress Monitoring and Meaningful Feedback
- Well-Managed Learning
- Digital Learning

To develop the elements of our learning environment we will follow our **Collaborative Norms**.

- Equity of Voice
- Active Listening
- Active Learning
- Respect for all Perspectives, Opinions, and Ideas
- Follow all Classroom Expectations and Guidelines
- Be Timely

Required Text

Essex, Nathan. *A Teachers Pocket Guide to School Law*. 3rd Edition. Allyn and Bacon, 2015.

Goldstein, Dana. *The Teacher Wars: A History of America's Most Embattled Profession*. Anchor Books, 2014.

All other required texts will be made available on Moodle.

Course Assessments

Assignment	% of Grade
Checks for Understanding	15%
Discussion Forums	15%
Ethics Cases Analysis Assignment	20%
Professional Creed	15%
Comprehensive Law Assignment	20%
Law Final	15%
Total	100%

Grading Scale

A 92% - 100%
A- 90% - 91.9%
"A" grades are indicative of superior work that entails original, creative thought in completing the course requirements. An A is difficult to earn.

B+ 88% - 89.9%
B 82% - 87.9%
B- 80% - 81.9%
"B" grades signify work that is above average, but that may not be particularly original in fulfilling the course requirements.

C+ 78% - 79.9%
C 72% - 77.9%
C- 70% - 71.9%
"C" grades indicate that the course requirements have been met through average work.

D+ 68% - 69.9%
D 62% - 67.9%
D- 60% - 61.9%
"D" grades signify that the minimum course requirements have not been fully met, including written assignments, preparation for and participation in class, and attendance.

F 0% - 59.9%
An "F" indicates that the minimum course requirements were not met.

Token Policy

In this class, you will have two **tokens** that you may use: 1) to revise and resubmit a writing assignment or 2) for a 24-hour extension on a deadline. Use your tokens wisely.

Late work will generally not be accepted unless a token is used. Extensions will occasionally be granted for extenuating circumstances that are documented and brought to my attention in a timely manner.

Course Required Assignments

You are responsible for turning in assignments on time. Assignments will be due as noted in the syllabus in the appropriate Moodle “Dropbox” in the ‘Assignment Dropbox’ section on the date listed in the syllabus. I reserve the right to postpone due dates for course assignments. Extensions may be granted at the discretion of the instructor. Please note that I am willing to read and offer constructive criticism on rough drafts of written assignments. However, students must allow me at least three business days to read their draft and turn back revisions.

1. Checks for Understanding

These assessments will measure growth and understanding by topic. There will be a check for understanding that covers different topics within the units. These assessments will include multiple strategies for formative assessment over the information presented on that topic. This might include answering multiple choice, true/false and fill-in-the blank questions and short answer prompts or posting your work you completed during the activity for that week.

2. Discussion Forums

In an online course, these threaded discussions are the “classroom” where conversations occur and where we have the opportunity to learn from each other. They are essential to this course. Discussions require focused, thoughtful, and consistent participation. Make sure to read your fellow students’ postings and think about what you want to add to the ongoing conversation.

Threaded discussions are simply asynchronous (not occurring at the same time) online conversations that are organized into topics, or threads, so that you can visually see who responded to what comment and in what sequence. In an asynchronous environment such as an online course, this type of structure is helpful.

3. Professional Creed

To complete this assignment, students must read the statement “Faith of an Engineer,” *Ohio State Engineer* 28 (1945): 7. This professional creed was written by an engineer reflecting on their chosen profession. Students must produce a similar document in which they lay out a professional commitment to protect vulnerable populations, especially those discussed in unit three. This piece will be no more than a page. Additional information will be provided in class and in our Moodle course shell.

4. Ethics Cases Analysis Assignment

You will study different case studies throughout Unit II. I want you to spend time contemplating the materials in preparation for your ethics case study analysis. When you read the case studies you will refer to Questions for Ethics Case Analysis, perennial virtues, and the Montana Code of Ethics. I recommend printing these resources. You will need to refer to these resources when analyzing a case study.

For this assignment, you will choose one of the selected case studies and conduct a full case analysis. The Ethics Case Analysis Questions are the questions found in the Ethics Case Analysis Assignment. These questions will guide your analysis of the case studies you read throughout the week and the one you choose for your final analysis.

5. Comprehensive Law Assignment

While we explore how the law is applied in education, you will become familiar with important areas of law and current issues in schools today.

School Law is also an evolving enterprise. New cases come up on a regular basis that either speaks to the importance of the law or challenge said law. Your assignment is to identify at least 3 contemporary laws, cases, issues in the news that highlight your area of school law. These become case studies you will analyze using your knowledge of your chosen area of the law. You will need to:

- Provide reasoning as to how this highlights your area of focus;
- Decide what might happen in this scenario; or
- Explain why the decisions were made the way they were by decision-makers in the story.

You submit your analysis of each contemporary case study as individual posts to a discussion forum. There will be a discussion forum for each area of the law. This way, your peers may use your work to study from and work to gain a deeper understanding of the law and its application.

You will be assessed on your ability to identify a contemporary case study, explain the details of the story, correctly use case law to analyze your case study.

6. Law Final

You will prepare for the final using materials from class, checks for understanding, the study guide, and the application of law to the current issues in education chosen by your classmates for the Law Assignment.

7. Graduate Student Increment

This assignment applies only to the Graduate students in this course. It will fulfill your graduate level requirement. You will find the requirements for this increment posted in the Graduate Student Increment section.

Additional Discussion – Open Forum

The Open Forum will be available throughout the semester as a common discussion area to post questions and comments that may be of interest to the everyone in the course. You will find this discussion forum in the 'Weekly Discussion' section. If you have questions or concerns that are personal, please email me instead at erin.oreilly@mso.umt.edu

Please be advised that the University of Montana requires all email communications with students to be made through the students' University of Montana email account only. So, please check your UM email regularly or forward it to an account that you do check.

Student Expectations

Students are expected to attend all classes, complete assigned readings before the class period in which they will be discussed, participate actively and thoughtfully in class discussions, complete required writing assignments, and follow university regulations regarding academic and behavioral integrity.

If you experience difficulty in this course for any reason, please consult with me. In addition to the resources of the department, a wide range of services is available to support you in your efforts to meet the course requirements.

Professionalism and Participation

Consistent engagement with the material is absolutely crucial to your mastery of the course concepts. Hence, it of the utmost importance that you attend class regularly and participate actively.

You have no doubt read some variation of the aforementioned statements in previous syllabi from other courses and may well have written something similar in your own syllabi. While my message is the same, it is necessary that we define these ideas for the purposes of this particular course. "Consistent engagement" encompasses your ability and effort to think about the topic at hand. Once you have gained a perfunctory mastery of the information, I encourage you to then relate it to your own experiences. Make the information meaningful to you. Through this

process you will enlighten yourself as well as others.

What does this require? Quite simply, that you perform your tasks with a marked degree of precision. Take diligent notes on the readings, videos, lectures, and resources so that our discussions will be fruitful.

Of course, for this to happen, you must be engaged and communicate early and often. In fact, it is the foundation of “active participation”. Active participation is necessary for the success of the class. Not only will you be expected to share your reactions, ideas, and questions, you are likewise expected to allow and encourage other students to share theirs. This course focuses on *you*. So please ask questions of me and others, for this course will go as you go. To those of you who are naturally inclined to be introverted, I will do my best to create a comfortable and nurturing atmosphere for your thoughts.

We must all strive to create an accepting atmosphere that is comfortable for members of the learning community to participate and share their ideas. . Tact, politeness, and respect for other class members are crucial as is adequate preparation for discussion. As such, it is imperative that we follow the golden rule. Be certain to challenge each other, but abide by the accepted social mores. In other words, provide unto others the same amount of respect that you expect them to provide you with. Should you find errors of fact or logic, please point these out and share the sources that can correct them.

If for some reason you feel that you are falling behind in this aspect (or any other aspect of the course) contact me *sooner rather than later*. I cannot stress the importance of communication between us enough.

UMConnect Student Email

All University of Montana students are provided with an official university email account, referred to as UMConnect. This is the University’s primary method of communication with students, thus, it will be extremely important to check this account frequently. Students are welcomed and encouraged to forward this e-mail account to their personal e-mail account.

Standards of Conduct

All students are expected to demonstrate professional, academic honesty. Standards of academic conduct are set forth in the [University’s Student Code of Conduct](#). All students ought to be familiar with the Student Conduct Code.

By registering, you have acknowledged your awareness of the Student Code of Conduct, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Student Code of Conduct will not be treated lightly, and disciplinary actions will be taken should such violations occur. Please contact me if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course.

Plagiarism will not be tolerated. Using another’s ideas and/or words as your own constitutes plagiarism. It is therefore critical that you cite all sources you discuss and consult. As a rule of thumb, all sources (texts, photographs, music, internet materials, interviews, lectures, etc.) that are directly quoted, paraphrased, or consulted need to have a proper citation. If I suspect plagiarism, I will investigate, and if warranted, will follow up per the procedure outlined in the Student Code of Conduct. Ted Frick’s page at Indiana University should help you understand [what constitutes plagiarism](#), and the Online Writing Lab (OWL) at Purdue University shows you [how to cite sources properly](#) in several different formats. Please use MLA or Chicago 16th citation formats. Should you have any questions about how or when to cite, please ask me. Citation software can be useful in documenting and formatting sources. [Zotero](#), for example, is a free, web-based citation software system that is easy to learn and use.

All **announcements** will be posted in Moodle. Please check to see what is going on throughout the week.

Respect Policy

This course is designed to incorporate discussion, the sharing of ideas, opinions, and experiences, and to educate you on the skills necessary to succeed in college. It is expected that all students will maintain a high level of respect for others, including students and guest speakers. The use of cell phones, computers and iPods in this class is unacceptable; we ask that you turn off all of your electronics when you walk into the classroom. The use of any electronics will result in a deduction of daily participation points.

Accommodating Disabilities

I wish to fully include each student in this course. If you are a student with a disability who will require reasonable program modifications in this course, please meet with Disability Services for Students in Lommasson 154 for assistance in developing a plan to address program modifications. If you are already working with Disability Services, arrange to meet with me during my office hours to discuss reasonable modifications that may be necessary. For more information, visit the [Disability Services website](http://www.umt.edu/disability) at <http://www.umt.edu/disability>.

Need IT Help:

If you encounter problems regarding this Moodle Course please contact UMOline at <https://www.umt.edu/it/solutions-center.php>. There is also a Tech Support area within the menu of the course shell.

For questions and general computer assistance contact IT Central Help Desk at: (406) 243-4357 or itcentral@umontana.edu
Moodle technical support: (406) 243-4999

Student Services

Additional student services can be found on the University of Montana's [Student Affairs](#) page.

Campus Safety and Emergency Procedures

[Campus safety](#) is of the utmost importance at the University of Montana and the Phyllis J. Washington College of Education and Human Sciences. *Emergencies are rare*, but if one should arise during class, everyone will need to work together. Be aware of your surroundings and familiar with some basic safety and security concepts. Emergency procedures will be discussed during the first class of each semester or session. Above all, remember to dial 911 to report all emergencies.

Emergency procedures are posted in every classroom. Should a building evacuation become necessary, know the evacuation route, the location of the nearest fire extinguisher and the location of the nearest area of refuge. (Areas of refuge are located at the elevator doors on the second and third floors.) Please notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency situation.

[UM's emergency notification system](#) notifies the campus community of emergencies by sending subscribers a text or email. Sign up for notifications through Cyberbear.

Please report suspicious activity by calling 911 or (406) 243-4000. [An online form is also available](#). You may elect to remain anonymous when making a report.

[Active shooter preparedness](#) requires that we develop a survival mindset. [UM recommends the "Run, Lock, Fight"](#) response for an [active shooter](#) incident.

RUN

- Quickly assess your situation.
- Leave your belongings behind.
- Keep your hands visible for law enforcement.

HIDE

- Hide in an area out of the shooter’s view.
- Block entry to your hiding place and lock the doors.
- Silence your cell phone and/or pager.

FIGHT

- As a last resort and only when your life is in imminent danger.
- Attempt to incapacitate the shooter.
- Act with physical aggression and throw items at the active shooter.

Finally, stay current with campus safety information by following [UM’s Police Department](#) on Twitter @UMPublicSafety.

Course Schedule:

*This schedule and syllabus is subject to change with the needs of our class, students, learning.

**Always check Moodle for resources, activities & discussion & check your umconnect email regularly

Week	Date	Topics, readings, activities	Assignments
Unit 1: Schooling Policy and Foundations			
1	January 11 - January 17	<p>Introduction to the Course, Foundations, and The Role of Perennial Tensions in Understanding American Education</p> <p>Reading</p> <ul style="list-style-type: none"> • Plato, <i>Allegory of the Cave</i> from The Republic • John Locke, “Some Thoughts on Public Education.” In <i>Philosophical Documents in Education</i>, 3rd ed., by Tony W. Johnson and Ronald F. Reed. Boston: Pearson, 2007, Chapter 5. • Pp. 51-58 – Cotrell. (1957). <i>Paradoxes for the Professional in Education</i>. • List of Perennial Tensions <p>Video</p> <p>Plato’s “Allegory of the Cave” from The Republic</p>	<p>Weekly Discussion: Introduce Yourself</p> <p>Check for Understanding: None</p>
2	January 18 - January 24	<p>Early Iterations of Schooling: Rural Schools in the Early Republic to Modern Schooling</p> <p>Reading</p> <ul style="list-style-type: none"> • Introduction – Goldstein, D. (2015). <i>The Teacher Wars: A History of America’s Most Embattled Profession</i>. New York: Anchor Books. • Chapter 1 – Goldstein, D. (2015). <i>The Teacher Wars: A History of America’s Most Embattled Profession</i>. New York: Anchor Books. <p>Video</p> <ul style="list-style-type: none"> • Excerpts from School: The Story of American Public Education, 1770-1890: part 1 • Excerpts from School: The Story of American Public Education, 1770-1890: part 2 	<p>Weekly Discussion: None</p> <p>Check for Understanding: Week 2</p>

3	January 25 - January 31	<p>Diverse Groups in Educational System</p> <p>Reading</p> <ul style="list-style-type: none"> Chapter 2 – Goldstein, D. (2015). <i>The Teacher Wars: A History of America’s Most Embattled Profession</i>. New York: Anchor Books. Chapter 3 – Goldstein, D. (2015). <i>The Teacher Wars: A History of America’s Most Embattled Profession</i>. New York: Anchor Books. <p>Videos</p> <ul style="list-style-type: none"> Excerpts from School: The Story of American Public Education, 1770-1890 (start @ 4:18) How the US Stole Thousands of Native American Children Watch the documentary Teach Us All - You can access this video by using this link: http://weblib.lib.umt.edu:8080/login?url=https://umt.kanopy.com/node/3090630 	<p>Weekly Discussion: Week 3</p> <p>Check for Understanding: Week 3</p>
4	February 1 - February 7	<p>Teachers in the Public Eye</p> <p>Reading</p> <ul style="list-style-type: none"> Chapter 4 – Goldstein, D. (2015). <i>The Teacher Wars: A History of America’s Most Embattled Profession</i>. New York: Anchor Books. Chapter 5 – Goldstein, D. (2015). <i>The Teacher Wars: A History of America’s Most Embattled Profession</i>. New York: Anchor Books. John Dewey. “My Pedagogic Creed,” <i>The School Journal</i>, (1897), 77-80. <p>Videos</p> <ul style="list-style-type: none"> <i>Separate and Unequal</i>. PBS, 2014. https://www.pbs.org/wgbh/frontline/film/separate-and-unequal/. Find updates at Additional information on St. George and Updates on St. George 	<p>Weekly Discussion: None</p> <p>Check for Understanding: Week 4</p>
5	February 8 - February 14	<p>Community Controls</p> <p>Reading</p> <ul style="list-style-type: none"> Chapter 6 – Goldstein, D. (2015). <i>The Teacher Wars: A History of America’s Most Embattled Profession</i>. New York: Anchor Books. Chapter 7 – Goldstein, D. (2015). <i>The Teacher Wars: A History of America’s Most Embattled Profession</i>. New York: Anchor Books. Taylor, C. (2018). The Rise of Community Control <p>Documents</p> <ul style="list-style-type: none"> 10th Amendment to the US Constitution MCPS & MEA-MFT CBA MCPS Employee Handbook 	<p>Weekly Discussion: None</p> <p>Check for Understanding: Week 5</p>
6	February 15 - February 21	<p>The Role of Federal Government, Equity in Education & Policy Reform</p> <p>Reading</p> <ul style="list-style-type: none"> Chapter 1 - Osborne, A. and Russo, C. (2006). The Legal Rights and Responsibilities of Teachers. Chapter 2 - Osborne, A. and Russo, C. (2006). The Legal Rights and Responsibilities of Teachers. Epilogue – Goldstein, D. (2015). <i>The Teacher Wars: A History of America’s Most Embattled Profession</i>. New York: Anchor Books. <p>Video</p>	<p>Weekly Discussion: Week 6</p> <p>Check for Understanding: Week 6</p>

		<ul style="list-style-type: none"> • As American as Public School: 1900-1950 • The Story of American Public Education: 1980 - Present, Part 1 • The Story of American Public Education: 1980 – Present, Part 2 	
Unit 2: Ethics			
7	February 22 - February 28	Ethical Foundations and Considerations Reading <ul style="list-style-type: none"> • Strike, Kenneth A., and Jonas F. Soltis. "What This Book Is About." In <i>The Ethics of Teaching</i>, 4th ed., 1–17. New York: Teachers College Press, 2004. • Flemming. (2006). <i>Piaget, Kohlberg, Gilligan, and Others on Moral Development</i>. • Noddings, Nel. <i>To care in schools: An alternative approach to education</i>. New York, New York: Teachers College Press. Ch. 2: pp. 21-27 	Weekly Discussion: Week 7 Check for Understanding: None
8	March 1 - March 7	Ethical Foundations and Considerations cont. Reading <ul style="list-style-type: none"> • Perennial Virtues • May, William F. "Professional Virtue and Self-regulation." In <i>Ethical Issues in Professional Life</i> by Joan C. Callahan, 408-410. • Luckowski, Jean A. "A Virtue-Centered Approach to Ethics Education." <i>Journal of Teacher Education</i>, September 1997, 264-270. • Noddings, Nel. <i>Caring: A Feminine Approach to Ethics & Moral Education</i>. Berkeley, Los Angeles, London: University of California Press, 1984. Ch. 4. Cases <ul style="list-style-type: none"> • Personality Conflict • PJ's Photos • A Family in Turmoil 	Weekly Discussion: Week 8 Check for Understanding: None
9	March 8 - March 14	Ethical Case Studies Reading <ul style="list-style-type: none"> • Certification Standards and Practices Advisory Council. "Professional Educators of Montana Code of Ethics." Montana Board of Public Education, January 27, 2012. • Perennial virtues Cases <ul style="list-style-type: none"> • Watching Out for Students • That's Not Our Problem • The Fairness Question 	Weekly Discussion: Week 9 Check for Understanding: None
10	March 15 - March 21	Ethical Case Studies Reading <ul style="list-style-type: none"> • Certification Standards and Practices Advisory Council. "Professional Educators of Montana Code of Ethics." Montana Board of Public Education, January 27, 2012. • Perennial virtues Cases <ul style="list-style-type: none"> • An Apology • What's Best of Rachel • Sherry Wilson's Revenge 	Weekly Discussion: Week 10 Check for Understanding: None Professional Creed due March 21 st by 11 pm

11	March 22 - March 28	Ethical Case Studies Reading <ul style="list-style-type: none"> • Certification Standards and Practices Advisory Council. "Professional Educators of Montana Code of Ethics." Montana Board of Public Education, January 27, 2012. • Perennial virtues Cases <ul style="list-style-type: none"> • Posted in this section of our course shell 	Weekly Discussion: Week 11 Check for Understanding: None Ethics Case Analysis Assignment Due March 27 th by 11 pm
Unit 3: School Law			
12	March 29 - April 4	Overview of the U.S. Judiciary, Religion & Expression Reading <ul style="list-style-type: none"> - The Courts, The Schools, The Constitution - Essex, Nathan L. <i>A Teacher's Pocket Guide to School Law</i>. 3rd ed. Boston: Pearson, 2015. Ch. 3 (pp. 28-40). - Essex, Nathan L. <i>A Teacher's Pocket Guide to School Law</i>. 3rd ed. Boston: Pearson, 2015. Ch. 4 (pp. 41-67). - Students as a Force for Social Change 	Weekly Discussion: None Check for Understanding: Week 12
13	April 5 - April 11	Instruction, Curriculum, and IDEA Reading <ul style="list-style-type: none"> • Essex, Nathan L. "Instruction and Curriculum Standards." <i>A Teacher's Pocket Guide to School Law</i>, 2nd ed. Boston: Pearson, 2011, Chapter 2(pp. 9-27). • Essex, Nathan L. "Individuals with Disabilities." <i>A Teacher's Pocket Guide to School Law</i>, 2nd ed. Boston: Pearson, 2011, Chapter 7 (pp. 96-115). • Students as a Force for Social Change 	Weekly Discussion: None Check for Understanding: Week 13
14	April 12 - April 18	Teacher Rights and Due Process Reading <ul style="list-style-type: none"> • Essex, Nathan L. "Teacher Freedoms." <i>A Teacher's Pocket Guide to School Law</i>, 2nd ed. Boston: Pearson, 2011, Chapter 10 (pp.150-155-163). • Essex, Nathan L. "Tenure, Dismissal, and Collective Negotiations." <i>A Teacher's Pocket Guide to School Law</i>, 2nd ed. Boston: Pearson, 2011, Chapter 11 (pp.164-181). • Essex, Nathan L. "The Teacher and School Liability." <i>A Teacher's Pocket Guide to School Law</i>, 2nd ed. Boston: Pearson, 2011, Chapter 9 (pp.132-149). 	Weekly Discussion: None Check for Understanding: Week 14
15	April 19 - April 25	Due Process, Student Safety and Liability Reading <ul style="list-style-type: none"> - Essex, Nathan L. "Due Process and School Safety." <i>A Teacher's Pocket Guide to School Law</i>, 2nd ed. Boston: Pearson, 2011, Chapter 5 (pp. 68-95). 	Law Assignment due by April 25 th at 11 pm Graduate Student Increment due by April 25 th at 11 pm

		<ul style="list-style-type: none"> - Essex, Nathan L. "Liability and Student Records." <i>A Teacher's Pocket Guide to School Law</i>, 2nd ed. Boston: Pearson, 2011, Chapter 6 (pp.83-95). - Essex, Nathan L. "The Teacher and School Liability." <i>A Teacher's Pocket Guide to School Law</i>, 2nd ed. Boston: Pearson, 2011, Chapter 8 (pp.116-131). 	
		<p>Finals Week April 26 – April 30 Final Exam – opens April 26 and closes April 30 at 11:59pm</p>	