ISEA *Great Education.*
It's An Iowa Basic.

Course Syllabus: From Tinker to Today: Student Rights in Schools

Number of Credits: 1*

Course Instructors: Mark Busch & Dana VanRenterghem

Course Description:

The issues of civil liberties are present in our daily lives both inside and outside the school environment. However the liberties of free speech and privacy get tricky when applied to the school setting. Does one student have the right to free expression when it is causing another student to feel offended? What do the courts say about student rights? How do we balance this with public safety? What makes a good teacher advocate for students? These are all questions that are magnified by the presence of social media and technology. So that we may be better advocates for our students it is imperative that we understand the law and how to apply it to keep our students protected.

This course will explore and interpret the wide-ranging span of rights for Iowa students and apply them to a contemporary context. Resources targeted for students and educators alike will be used to increase a deeper understanding of student rights and how they influence the outcome of a situation. Professionals from the field will share their knowledge of navigating through policies and become effective advocates for students. Finally, the course will give educators the tools they need to evaluate the policies within their own district to determine what can be done to increase safety while protecting rights.

Learning Objectives:

Upon completion of this course, students will be able to:

- Demonstrate deeper knowledge and understanding of student rights and court decisions associated with these protections
- Apply knowledge of rights and responsibilities to advocate on behalf of students who need protection
- Evaluate district and school policies to judge their effectiveness in protecting student rights while still considering school safety

* Course Requirements:

To receive full credit for the course, participants must complete ALL assignments and respond to specific questions outlined in each assignment. Failure to complete all assignments will result in a disqualification in the course and a failing grade.

Other Course Information:

Getting Started

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with log in instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.

Participation

- You are not required to be present (i.e. online) specific days or times. You will work at your own pace. The course is structured in 3 Weekly Units, however all assignments will not be due until the final day of the course.
- You may work collaboratively and submit similar responses on all assignments except final projects, which must be individually authored.

INTASC Standards that are addressed in this course:

- 2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- 4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.
- 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- 6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.

Week	Topic/Activity	In Class	Out of Class
	Getting to Know the Class; Additional Readings: Take the time to get to know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time!		3 hours
1	**On Liberty: The Rights of Students**		
	Discussion: Introductions – Participants will introduce themselves to the class, and talk about what they hope to gain from the course.	1 hour	1 hour
	Reflection: What is Tinker? – Participants will review materials and submit a short paper on the Tinker v Des Moines case. They will outline the significance, details of the case, and what their thoughts are on student rights in schools.	1 hour	2 hours
	Discussion: Student Rights in Iowa – A Look at the Tinker Test – Participants will watch a webinar by the instructor on student rights in Iowa, and create a discussion post on their thoughts and what they learned.	1 hour	2 hours
	Discussion: School newspapers – Participants will be tasked with researching a current event situation involving school newspapers or other publications. They will summarize the situation	1 hour	2 hours

	and resolution, then give their thoughts on if the school did the "right thing."		
2	**(Not) Above the Law**		
	Discussion: Religious Freedom in School – Participants will review articles and materials, and summarize the information. They will also need to research information on student rights on their own. They will then discuss what rights students have when it comes to religious expression, and what rights schools have on the same front.	1 hour	2 hours
	Discussion: Dress Codes – Participants will read articles surrounding a well know dress code case. They will summarize key points of the case, and whether they think the right decision was made at the end of the case.	1 hour	2 hours
	Discussion: Punishment – Participants will read ACLU materials on student rights, specifically surrounding punishment. They will then discuss where limitations are when it comes to punishing students, and what rights students have if school policy violates the law.	1 hour	2 hours
	Discussion: Student Groups – Participants will read posted materials as well as use their own research skills, and answer questions regarding laws that protect student groups in schools.	1 hour	2 hours
	Reflection: Sex-Segregated Schools – Participants will read articles as well as research on their own, and submit a short paper on sex-segregation in schools. Themes like activities, classrooms, and legal issues surrounding sex-segregation should be covered in submissions.	1 hour	2 hours

	Discussion: Confederate Flags – Participants will review an article on a case regarding Confederate flags and schools. They will discuss what the legal ramifications would be in Iowa were the case to happen in the state.	1 hour	2 hours
3	**Up & Coming**		
	Discussion: Trans* Student Rights – Participants will review course materials and research on their own the topic of transgender students using school restrooms. Submissions should cover any laws or school district policies, and the participant's view.	1 hour	2 hours
	Discussion: Cyberbullying – Participants will review course materials and research further about cyberbullying. They will then post discussions on what rights students have, and legal obligations of schools to address cyberbullying, if any.	1 hour	2 hours
	Discussion: Protesting – Participants will review materials and laws regarding student rights relating to the act of protesting, and answer critical thinking questions related to their own experiences and opinions as they relate to the laws.	1 hour	2 hours
	Implementation Plan: How to Work with Students, Parents, Administrators, and Fellow Educators – Participants will submit a final assignment on what they will take away from the course and apply in their educational setting.	2 hours	2 hours
	Total Time	15 hours	30 hours

Coursework
Participants can earn up to 115 points total for the course. The following table depicts the breakdown of points possible for the required coursework

Activity	Points
14 Discussions (5 points each)	70
Final Implementation Plan/Paper	25
Total	**95**

Grading Scale – Graduate Credit

100-90% (95-86 points)	A
89-80% (85-76 points)	B
79-70% (75-66 points)	C
69-60% (65-57 points)	D
59%-Below (<56 points)	F

Grading Scale - License Renewal Credit

100-80% (95-76 points)	P
79%-Below (<75 points)	NP

Student Requirements
Students are required to:
- Participate in all discussion forums
- Complete a final implementation plan

Americans with Disabilities Act:
If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please see the instructor to discuss your accommodation needs.

Grading Rubrics for Individual Activities

Discussion Forums (65 points possible)

Discussion Forums are asynchronous ways to engage in class discussions. They require you to submit an answer to a question and respond to the posts of other peers. Because they are an integral part of sharing strategies, analyzing research, and sharing ideas, discussion forums in this course comprise a significant percentage of your final grade. It's highly recommended that you read and respond to more than the required two peer postings because greater participation will facilitate a greater depth of understanding. Additionally, it's important to make posts in a timely manner to benefit from peer responses.

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real=life that are supported by reference(s) and example(s)	1
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all parts of the assignment, cites sources	1
Participation (Responses to at least 2 peer posts)	Responds to other posts (when available)	1
Total Points Possible		5

Implementation Plan (25 points possible)

 The implementation plan is a critical part of this course. Participants must complete a one-page implementation plan. The paper is meant to be a reflection as well as a chance to state what you will use going forward. The rubric below will be used to grade the Implementation Plan, but additional details will be provided within the course.

Grading Rubric for Implementation Plan		
		Points
Critical Thinking	Highlights any new knowledge gained as a result of course.	5
	Offers new ideas, connections, or applications	5
	Expresses and justifies personal opinion	3
	Discusses Overall Implications	2
Assignment Specific Criteria	Addresses all parts of the assignment, cites sources	2
Mechanics	Writing is clear, well developed, and organized, No or few grammar and spelling errors	2
Implementation	Clearly states ideas to use in the future	2
	States resources to be used	2
	Is realistic in their approach – understands limitations may exist	2
Total Points Possible		25