

ETEC 635

Legal Issues in the Digital Age

As a result of this course, the student will be able to discuss instructional research related to the implementation of technology-based instruction in the schools; develop knowledge of the curricular inquiry into research and organization of curricular designs for technology-based instruction in a variety of settings; evaluate research into technology-based instruction; apply the findings of instructional and curricular research into technology-based instruction in projects for implementation in educational settings as they relate to the law in public school in the 21st century(digital age classroom).

Future Role

This course is a higher-level research course designed to aid students in understanding the role research plays in the reconstruction of learning for students in the public schools. This course is also designed to aid students in the understanding how research relates to effective teaching and learning. The course is mainly designed for students who will exit the ETEC Master's program and possibly enroll in the doctoral program.

Alignment to State and National Standards

ISTE NETS-A 2009

1. Visionary Leadership - inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.
2. Digital-Age Learning Culture - create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.
3. Excellence in Professional Practice - promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.
4. Systemic Improvement - provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources.
5. Digital Citizenship - model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture.

Educational Foundations

Achieving Equitable Access in and out of School

http://cnets.iste.org/teachers/pdf/EF_Achieving_Equit_Access.pdf

Analyzing Legal, Moral, and Ethical Dilemmas

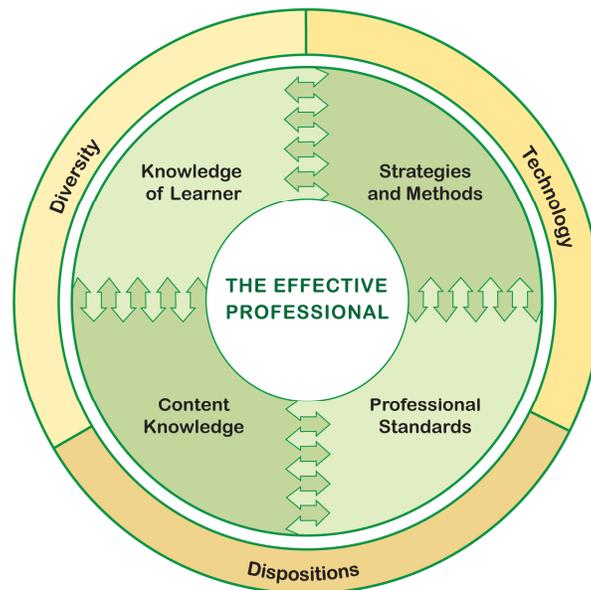
http://cnets.iste.org/teachers/pdf/EF_Analyzing_Legal.pdf

Exploring Cultural Differences

http://cnets.iste.org/teachers/pdf/EF_Exploring_Cultural.pdf

COEHD Conceptual Framework

The COEHD's Conceptual Framework provides direction for the development of effective professionals. It is a living document that continuously evolves as opportunities and challenges emerge. The four components of the CF are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of the Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity, Technology, and Dispositions are included in the assessment process as themes that are integrated throughout all programs in the educational unit.



Knowledge of Learner

Candidates' understanding of the learner which is necessary to provide effective and equitable instruction

The educational unit prepares candidates to demonstrate and value sensitivity to the needs of all learners. Candidates acquire an understanding of learners as individuals and incorporate this knowledge as they progress through their educational experiences at

Southeastern. As effective professionals, they continue that practice throughout their careers. Diversity and Dispositions are integral parts of the program, and Technology is integrated throughout the program.

Strategies and Methods

Strategies and methods appropriate to each program within the educational unit which are necessary to develop effective professionals

The effective professional demonstrates best practices through inquiry, creativity, and reflective thinking. Constructive and reflective problem-solving processes require the effective professional to consider and integrate complex information. Diversity and Dispositions are integral parts of the program, and Technology is integrated throughout the program.

Content Knowledge

Candidates' thorough understanding of the content appropriate to the area of specialization

Candidates exhibit depth of knowledge in their area of specialization and breadth of understanding of general subjects within the educational unit. Diversity and Dispositions are integral parts of the program, and Technology is integrated throughout the program.

Professional Standards

Established criteria that guide effective professionals in each discipline area

The educational unit is based on professional standards that enable candidates to develop the knowledge, skills, and dispositions to become effective professionals. University course objectives and learner outcomes are aligned with national, state, and institutional standards. Candidates incorporate professional standards as they progress through their educational experiences at Southeastern and continue that practice throughout their careers. Diversity and Dispositions are integral parts of the program, and Technology is integrated throughout the program.

HELPFUL SLU WEBSITES

Graduation Application Deadline

http://www.selu.edu/admin/rec_reg/graduation/index.html

World Wide Web Policy

<http://www2.selu.edu/copyright/policy.htm>

ONLINE RESOURCES

Legal Research:

<http://www.findlaw.com/casecode/>

U.S. Copyright Office: <http://www.copyright.gov/>

U.S. Patent and Trademark Office: <http://www.uspto.gov/index.html>
_Partial list of international trademark offices can be found at
<http://www.lfiplaw.com/general.php?category=Resources&headline=Trademarks+Resources>

Organizations, commentary, blogs, etc. (These are not definitive statements of the law and should not be relied upon to provide legal opinion.)

<http://www.cyberlawtimes.com/>
<http://www.newmediarights.org/>
<http://www.firstamendmentcenter.org/>
<http://creativecommons.org/>
<http://www.medialaw.org/>
<http://cyber.law.harvard.edu/>
<http://www.eff.org/>
<http://www.globalmedialaw.com/blog/>
<http://www.centerforsocialmedia.org/>

References

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- Massachusetts Department of Elementary and Secondary Education. (2006). Massachusetts STaR Chart. *Educational Technology Advisory Council*. Retrieved January 22, 2009 from <http://www.doe.mass.edu/boe/sac/edtech/star.html>
- New Hampshire Department of Education. (2009). New Hampshire STaR Chart. *NH School Technology Planning Guide*. Retrieved January 22, 2009 from <http://nheon.org/oet/tpguide/>
- Ringstaff, C., & Kelley, M. (2002). *The learning return on our educational technology investment: A review of findings from research*. San Francisco, CA: WestEd. Retrieved January 22, 2009 from <http://www.wested.org/cs/we/view/rs/619>
- Tapscott, D. (2009). *Grown Up Digital: How the Net Generation is Changing Your World*. McGraw Hill: New York.