University of South Florida Sarasota-Manatee Course Syllabus

EDA 6232 3 Credit Hours
School Law
Fall 2014

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Office Hours: Tuesdays/Thursdays 2-5 pm, Additional Days Upon Request

PREREQUISITES: EDA 6061 Principles of Educational Administration

COURSE DESCRIPTION:
Basic essentials of School Law. A review of court decisions affecting American education with emphasis on Florida State statutes.

COURSE TOPICS: Indicate the subject content that the course will cover.

This course will cover the following content areas:
1. Introduction and Overview of Educational Law
2. Government and Courts and Structures of Law
3. Researching Educational Law
4. Application of Florida School Code
5. School Boards, School Board Members, Administration
6. Attendance, Instructional and Religious Issues
7. Students’ Rights and Responsibilities
8. Teachers’ Rights/Non-teaching Employees
9. Tort Liability
10. Civil Rights and Discrimination

COURSE OBJECTIVES: Based on individual readings, group activities, class discussion, guest lectures, and reflective activities, students will:
1. Examine issues related to legal and ethical rights and responsibilities of teacher and students
2. Acquire an understanding of the U.S. judicial and legislative systems and the formation of laws related to public education.
3. Gain a general knowledge of principles of school law and their policy implications.
4. Discuss and reflect upon legal cases which have an impact on public education.
5. Learn to use available resources to conduct research on legal and ethical topics.
6. Analyze current school practices from the standpoint of potential legal and ethical concerns.

COURSE STUDENT LEARNING OUTCOMES:
Upon completion of this course, the following USFSM Domains will be met:
USFSM DOMAINS 3: Organizational and Resource Management; 6: Legal, Political, and Socio-cultural Contexts

Upon completion of this course, the following Principal Leadership Standards will be met:
3.6.c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed.
The following FELE Competencies and Skills Fourth Ed. will be addressed:
3.2.2. Identify appropriate roles, responsibilities, and practices that assure effective discipline and promote a safe learning environment.
3.2.3. Identify and evaluate appropriate actions that assure the health, safety, and welfare of all persons on campus.
3.4.2. Identify state and/or federal guidelines and procedures for maintaining a safe learning environment for the well being of all students.
3.4.3. Identify legal requirements that ensure compliance with federal and state law as related to the constitutional and statutory rights of

TEXT AND MATERIALS:

CANVAS USE:
The class syllabus is posted in Canvas, an online course management system. In this class, Canvas will be used for (add specific information to your course).
Information on how to use Canvas is available at: http://www.usfsm.edu/infocommons/students.php

COMPUTER LAPTOP USE
USFSM requires all students to have laptops that can be brought with them to class.
Students are invited to bring their laptops to class for notetaking and group assignments.

PLAGIARISM SOFTWARE
The University of South Florida has an account with an automated plagiarism detection service which allows student assignments be checked for plagiarism. I reserve the right to ask students to submit their assignments to Turnitin through Canvas. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized.

PLEASE REMOVE YOUR NAME FROM THE BODY OF YOUR PAPER AND REPLACE IT WITH YOUR USF ID#. ALSO REMOVE YOUR NAME FROM THE FILE NAME AND REPLACE IT WITH YOUR USF ID# (e.g., “U12345678 Essay 1.docx”) BEFORE SUBMITTING IT TO TURNITIN.

Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), students are requested to maintain confidentiality as a way to keep their personal contact information (i.e. name, address, telephone) from being disclosed to vendors or other outside agencies. By your submission, you are also agreeing to release your original work for review for academic purposes to Turnitin.

GRADING, EVALUATION AND ATTENDANCE POLICIES:
A. USFSM policy requires that all students receive a graded assignment or examination prior to the semester’s drop/withdraw date. The last day to drop a class with a grade of W (withdraw) is November 1, 2014.
B. Evaluation of student performance is based on the attainment of the course outcomes as demonstrated by the completion of all course requirements. Letter grades are assigned in accordance with the Graduate Catalog: http://www.sarasota.usf.edu/academics/catalogs/ (pp. 45-47).
Points are earned on the below activities and assignments. Total points determine final grades as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98 – 100</td>
<td>A</td>
<td>94 – 97</td>
</tr>
<tr>
<td>A-</td>
<td>93.67</td>
<td>B+</td>
<td>90 – 92</td>
</tr>
<tr>
<td>B</td>
<td>87-89.3</td>
<td>B-</td>
<td>86.267</td>
</tr>
<tr>
<td>C+</td>
<td>84-85.233</td>
<td>C</td>
<td>79-83</td>
</tr>
<tr>
<td>D</td>
<td>70-77.1</td>
<td>F</td>
<td>Below 70</td>
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C. Grades will be determined by the points earned in the following categories:
   Participation in course activities (see below description and rubric)  20 points
   Group presentation and Case Brief (see below)    20 points
   Written assignments (to be posted on Canvas)    30 points
   Analyses of issues give evidence of each student's ability to apply related litigation and legislation from readings, including applicable tests developed by the courts, in analyzing issues and developing appropriate recommendations for improving curriculum, policies, and/or procedures.
   Midterm and final quizzes – Open Notes (no websites permitted)  30 points
   Students demonstrate understanding of school law concepts and cases through questions that are similar to FL Educational Leadership Examination (F.E.L.E.).

D. Discussion is the dominant mode of instruction in this course with an emphasis on active participation and interaction. Students and the instructor together create conditions that promote learning, analysis, discussion and personal reflection. Communicating clearly, orally and in writing, is a critical leadership skill; students will practice these skills in a variety of activities and assignments.

This course consists of on-campus class sessions, large and small group discussions, flexible web-based activities, independent research, and readings. Activities give students opportunities to integrate content from readings, apply legal and ethical principles to practice, and raise questions about the implications of administrative actions and decisions.

Students are expected to come to class sessions having read all assignments and being prepared to participate in related discussions and activities. When a need arises to miss a class, the problem should be discussed with the instructor. After missing a second class, the student must schedule an appointment with the professor to discuss the student’s status in the course. Absenteeism and/or infrequent or minimal class participation will result in reduction of course grade.
Submitting a two-page synopsis of readings discussed during the class(es) missed gives evidence of continued learning about legal issues when absent. The synopsis includes several questions and/or implications for practice that may form the basis for a subsequent personal/phone/e-mail discussion with the instructor.

Points for participation are earned according to the rubric:

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>14-15</td>
<td>The student is always prepared, attends all sessions, arrives on time, actively initiates discussions, asks meaningful questions, contributes meaningfully to the group presentations, and respects others’ points of view. The student shows the ability to facilitate a collaborative discussion by encouraging others, supporting positions with facts, or disagreeing professionally.</td>
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<tr>
<td>11-13</td>
<td>The student is prepared for the most part, attends most sessions fully and submits a two-page synopsis for a missed class, actively joins discussions, occasionally asks a question, participates in the group presentations, and/or listens to others’ points of view. The student inconsistently mixes facts with opinions, and has some difficulty remaining professional during debate.</td>
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<tr>
<td>8-10</td>
<td>The student is prepared, attends most sessions, participates when asked, and/or relies on others to plan the group presentations. The student is reluctant to take a position based on readings or renders opinions based solely on personal experience.</td>
</tr>
<tr>
<td>7-9</td>
<td>The student is often unprepared, misses more than two classes, rarely participates, has difficulty applying concepts, makes comments based mostly on opinion, does not participate actively in group presentations, and/or makes others feel uncomfortable by judgmental statements.</td>
</tr>
<tr>
<td>0-6</td>
<td>The student is unprepared, is late to class, and/or does not participate in group presentations. The student has difficulty participating in discussions without attacking others or their ideas, and/or tries to dominate discussions.</td>
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**Group Presentations and Case Briefs:**

Pairs of students from different districts and/or grade levels plan and present an overview of issues related to one of the decisions in the textbook. The 20-30 minute presentation conveys information from the text, interview of an administrator, Internet, and other legal sources. There can be a Powerpoint or Prezi presentation OR role play OR debate to engage other students OR other format. The case brief is distributed to the class, and the presentation concludes with several recommendations for improving policy or practice or implication for school leaders. Other students and the instructor provide feedback on preparation, clarity, appropriateness of recommendations, and extension of thinking and learning about law and policy.

**Case Brief Format:** (more details provided the first several classes)
1. Title, Citation and Date
2. Facts of the Case
3. The Legal Question(s)
4. Holding
5. Rationale
6. Implications for school leadership and/or policy
USFSM AND USF SYSTEM POLICIES

A. Academic Dishonesty: The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the catalog, USFSM Undergraduate Catalog or USFSM Graduate Catalog, the USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

B. Academic Disruption: The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the catalog: USFSM Undergraduate Catalog or USFSM Graduate Catalog, USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

C. Contingency Plans: In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Safety Preparedness Website for further information.

D. Disabilities Accommodation: Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator, 941-359-4714, disabilityservices@sar.usf.edu, http://www.usfsm.edu/students/disability/

E. Fire Alarm Instructions: At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See Emergency Evacuation Procedures.

F. Religious Observances: USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes.

G. Web Portal Information: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address.

GENERAL INSTRUCTION FOR STUDENTS

A. Students must read the assigned material prior to class and be prepared to analyze and
apply the content.

B. Students who are absent must take the responsibility of getting the material from another student within the class.

**COURSE SCHEDULE:**

| Session One | August 26 | Course intro  
Syllabus review, questions  
Group assignments for Case Studies | The Legal System and Legal Research  
School Desegregation  
Church-State Interaction  
No Child Left Behind Act and Successive Policy |
|-------------|-----------|--------------------------------------------------|
| Session Two | September 2 | La Morte pg 85-156 | Students and the Law  
Freedom of Expression  
FERPA of 1974  
Suspension, Expulsion, and Disciplinary Transfer  
School Punishment for Out-of-School Offences  
Corporal Punishment  
Search of Students and Lockers  
Student Appearance  
Pregnancy, Parenthood and Marriage  
Participation in Extracurricular Activities |
| Session Three | September 9 | La Morte pg 158-226 | Teachers and the Law  
Nonrenewal and Dismissal  
Freedom of Expression  
Academic Freedom  
Drug Testing  
Personal Appearance  
Teacher as Exemplar  
Employment Discrimination  
Teacher Bargaining  
Political Activities |
| Session Four | September 16 | La Morte pg 229-251 | School Desegregation  
Historical Perspective  
Recent Desegregation |
| Session Five | September 23 | Mid-Term | Individuals with Disabilities and the Law  
The Individuals with Disabilities Education Act  
Section 504 of the Rehabilitation Act  
The American with Disabilities Act |
| Session Six | September 30 | LaMorte pg 254-286 | Individuals with Disabilities and the Law (Cont.)  
The Individuals with Disabilities Education Act  
Section 504 of the Rehabilitation Act  
The American with Disabilities Act |
| Session Seven  | October 7 | LaMorte pg 287-325 | **School Finance and Choice Issues**  
School Finance Reform |
|----------------|-----------|--------------------|---------------------------------------|
| Session Eight  | October 14| Debates            | **Educator and School District Liability**  
Educator Liability  
Educator and School District Liability  
Liability Under Federal Law |
|                |           | LaMorte pg 326-354 |                                       |
| Session Nine   | October 21| Case Briefs Presentations |                                      |
| Session Ten    | October 28| Final Exam         |                                       |