

**Syllabus Spring 2017 – 5 week course 1/16-2/19**

**Course Title: EDAD 5381 School Law**

**Instructor:** Dr. Beth Ray

Educational Leadership and Policy Studies

**Email:**  beth.ray@uta.edu

**Office: Trimble 104A**

**Texts and Materials for School Law:**

**(Textbook Optional)** Alexander, K. & Alexander, M.D. (2012). *American public school law, 8th edition*. Wadsworth. ISBN 978-0-4959-1049-7 (7th edition is acceptable). As the textbook is optional, it may not be available at the UTA bookstore. You can obtain copies through any number of textbook providers.

The developer of the course was Dr. Lewis Wasserman and his self-authored commentary and notes are incorporated into the online materials.

All students when they take EDAD 5389 are required to purchase Tk20 at <https://tk20web.uta.edu/campustoolshighered/start.do>. More about Tk20 is provided later in the syllabus. There is no Tk20 program assessment required in 5381.

**Course Description:**

**School Law:** Students will become familiar with the legal foundation of public education, political theory, and application of political skills in working with school personnel, students, parents, and community organizations, especially the role of the law, court rulings, and the politics of school governance at the federal, state, and local levels.

**Student Learning Outcomes for School Law:**

1. Understand the federal and state legal systems and their relationship to the legislative and executive branches.

2. Acquire basic legal vocabulary and concepts and learn how to apply them.

3. Understand how public school law intersects with other legal fields and how state and local laws relate to each other and to federal law.

4. Learn to distinguish legal from policy, political, or human relations issues which they will confront as building administrators.

5. Enhance their working knowledge of common legal issues confronted by building level administrators.

6. Learn how to use legal principles to resolve disputes.

7. Learn when they should consult with the district’s lawyer(s) and or other administrators higher in the chain of command.

8. Develop general knowledge of sources of law and rudimentary legal research.

**Educational Leadership Constituency Council Standards:** The following standards are addressed during the EDAD 5381 course:

ELCC Standard 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

ELCC Standard 3.3: Promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

ELCC Standard 5.1: Act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.

ELCC Standard 5.2: Model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school

ELCC Standard 5.3: Safeguard the values of democracy, equity, and diversity within the school.

ELCC Standard 5.4: Evaluate the potential moral and legal consequences of decision making in the school.

ELCC Standard 5.5: Promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

ELCC Standard 6.1: Advocate for school students, families, and caregivers.

ELCC Standard 6.2: Act to influence local, district, state, and national decisions affecting student learning in a school environment.

**Course Assignments for School Law:**

1. Complete all practice tests, and exams for each of the five Modules in Blackboard. The practice tests and exams can be taken an unlimited number of times. You should retake the Module Practice Tests until you get a score above 80% on each practice test and you should retake the Module Exams until you get above 90% on each exam. (50% of grade)
2. Complete all reflection prompts and replies for all five Modules. (20% of grade)
3. Find and/or track three proposed educationally related bills or issues in your state legislature or in the U.S. House or Senate. Summarize your experience in locating your information and what you learned about the bills / issues and the legislative process. The 3 double spaced page paper should include some specifics and should focus on the process and results of your method for finding and collecting your information. APA is not required for the paper but the paper should be well written and relatively free of grammatical errors and typos, etc. (15% of grade)
4. Prepare a power point that could be used for staff development or for classroom use on a legal issue of importance and/or of importance to your own professional setting. The power point should be at least 10 slides in length. The slides should include some source documentation for the topic and then interpretation / implementation / enforcement information. The resources slide(s) should also include your explanation of why you chose the topic and the value of the assignment. (15% of grade) You are encouraged but not required to attach your power point on the Module 5 Discussion Board.

**Grading Information for School Law:**

A = 90% or higher

B = 81-89%

C = 71-79%

D= 61-69%

F= 0- 60%

**Course Schedule for School Law:**

**Class opens Feb 27, Module 1 Due March 5 11:59pm.**

**Module One: The Legal System; School Attendance; The Instructional Program**

**Lecture**: Module One Overview.

**Reading**: Instructor-Authored Materials.

**Textbook**: A & A, **Chapter 6**, “School Attendance,” [Plyer v. Doe] [Martinez v. Bynum], [Prince v. Massachusetts], [Pierce v. Society of Sisters], [Wisconsin v. Yoder] ; A& A, **Chapter 7**, “The Instructional Program,” [Meyer v. Nebraska, [Board of Education, Island Trees Union Free School District v. Pico], [Epperson v. State of Arkansas], [Edwards v. Aguillard], [Bilingual Programs], [Lau v. Nichols].

**Activity**: Module 1 Practice Test

**Activity:** Module 1 Unit Exam

**Activity**: Reflection Posting

**Module Two: Student Rights: Constitutional Due Process and Statutory Protections**

**Due: March 12, 11:59pm**

**Lecture**: Module Two Overview.

**Textbook**: A & A, **Chapter 9**, “Student Rights: Common Law, Constitutional Due Process, and Statutory Protections,” [Ingraham v. Wright], [Goss v. Lopez], [Franklin v. Gwinett], [Gebser v. Lago Vista Independent School District] [Davis v. Monroe County Board of Education].

**Reading**: Instructor-Authored Materials.

**Activity**: Module 2 Practice Test

**Activity:** Module 2 Unit Exam

**Activity**: Discussion prompt posting and responses to two other students’ postings

**Module Three: Student Rights: Speech, Expression, and Privacy**

**Due: March 19, 11:59pm**

**Lecture**: Module Three Overview.

**Textbook**: A & A, **Chapter 8**, “Student Rights: Speech, Expression, and Privacy,” [Tinker v. DesMoines], [Bethel v. Fraser], [Morse v. Frederick], [Hazelwood v. Kuhlmeier], [TLO v. New Jersey], [Veronia School District v. Acton], [Board of Education of Independent School District No. 92 of Pottawatomie Co. v. Earls].

**Chapter 9:** “Students Rights: Comon Law, Constitutional Due Process, and Statutory Protections, [New Jersey v. T.L. O], [Veronia School District 47J v. Acton], [Board of Education of Independent School District No. 92 of Pottawatomie Co. v. Earls]

**Reading**: Instructor-Authored Materials

**Activity**: Module 3 Practice Test

**Activity:** Module 3 Unit Exam

**Activity**: Discussion prompt posting and responses to two other students’ postings

**Module Four: Church and State, Freedom of Religion and Religions Expression**

**Due: March 26, 11:59pm**

**Lecture**: Module Four Overview.

**Textbook**: A & A, **Chapter 5**, “Church and State,” [Everson v. Board of Education], [Board of Education of Central School District No. 1 v. Allen], [Lemon v. Kurtzman], [Mueller v. Allen], [Zobrest v. Catalina Foothills School District] (mentioned within The New Establishment Clause Jurisprudence section), [Agostini v. Felton], [Mitchell v. Helms], [Zelman v. Harris], [Locke v. Davy], [Illinois ex rel. McCollum v. Board of Education of School District No. 71], [Zorach v. Clauson], [School District of Abington Township v. Schempp and Murray v. Curlett], [Stone v. Graham], [Wallace v. Jaffree], [Lee v. Weisman], [Santa Fe Independent School District v. Doe], [Board of Education of the Westside Community Schools v. Mergens], [Good News Club v. Milford Central School District], [West Virginia State Board of Education v. Barnette].

**Reading**: Instructor-Authored Materials

**Activity**: Module 4 Practice Test

**Activity:** Week 4 Unit Exam

**Activity**: Discussion prompt posting and responses to two other students’ postings.

**Assignment**: Find and/or track three proposed educationally related bills or issues in your state legislature or in the U.S. House or Senate. Summarize your experience in locating your information and what you learned about the bills / issues and the legislative process. The 3 double spaced pages should include some specifics and should focus on the process and results of your method for finding and collecting your information. APA is not required for the paper but the paper should be well written and relatively free of grammatical errors and typos, etc. (15% of grade)

**Module Five: Teacher Rights and Freedoms/Due Process Rights of Teachers**

**Due: April 2, 11:59pm**

**Lecture**: Module Five Overview.

**Textbook**: A & A, **Chapter 15**, “Teacher Rights and Freedoms,” [Speech Rights of Public Employees], [Pickering v. Board of Education], [Mt. Healthy City School District v. Doyle], [Givhan v. Western Line Consolidated School District], [Beilan v. Board of Education, School District of Philadelphia] (mentioned within “Privilege Against Self-Incrimination”

**Textbook**: A & A, **Chapter 16**, “Due Process Rights of Teachers,” [Board of Regents v. Roth], [Perry v. Sindermann], [Harrah Independent School District v. Martin], [Cleveland Board of Education v. Loudermill], [Wieman v. Updegraff], [Connell v. Higginbotham], [Cleveland Board of Education v. LaFleur],

**Reading**: Instructor-Authored Materials

**Activity**: Week 5 Practice Test

**Activity:** Week 5 Unit Exam

**Activity**: Discussion prompt posting and responses to two other students’ postings

**Assignment**: Prepare a power point that could be used for staff development or for classroom use on a legal issue of importance and/or of importance to your own professional setting. The power point should be at least 10 slides in length. The slides should include some source documentation for the topic and then interpretation / implementation / enforcement information. A resources slide should also include your explanation of why you chose the topic and the value of the assignment. (15% of grade)

**Tk20:**

You will be using Tk20, a comprehensive data management system, and you must purchase it. The College of Education has adopted Tk20 to provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. The set of Tk20 tools that is required as a course text is called Tk20 HigherEd.

We understand that textbooks and materials can be expensive, and we strive to not create an unnecessary financial burden when we select textbooks for courses. **Tk20 is a purchase that you will use throughout your program, but you purchase it once.** The following listing provides key details about the use of Tk20 in your program of study.

* Tk20 will be the place where you submit key performance artifacts and build your academic performance portfolio.
* Tk20 also serves as the centralized location for submitting program forms and field placement documents.
* Tk20 will help ensure continuous quality of programs and preparation, which will result in a better experience for you and increase the value of the degrees and certifications you complete here.
* For designated key assessment assignments, you must submit your work in both Tk20 and in Blackboard to receive credit.
* It is best to purchase Tk20 during the initial weeks of your first course so that you have access to Tk20 for submitting work on time.
* You will not be penalized for any Tk20 technical problems that cannot be avoided, but you must have access to TK20 so that you can submit work once any technical delays are addressed.
* On-line tutorials and training materials have been organized to orient you to the Tk20 system, and information is provided to address questions you have and how to purchase Tk20: <https://www.uta.edu/coed/academics/tk20/index.php>.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Disability Accommodations:** UTArlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD).Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*.*

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](file:///C:\Users\dinhtv\Downloads\jmhood@uta.edu).

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** for semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**The IDEAS Center (**2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email [IDEAS@uta.edu](mailto:IDEAS@uta.edu) or call (817) 272-6593.

**The English Writing Center (411LIBR)**: The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. <http://library.uta.edu/academic-plaza>

**Librarian to Contact:** Andy Herzhog

*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Beth Ray*

**Emergency Phone Numbers**: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

**Library Home Page**[**library.uta.edu**](http://library.uta.edu/)

**Resources for Students**

**Academic Help**

Academic Plaza Consultation Services [library.uta.edu/academic-plaza](http://library.uta.edu/academic-plaza)

Ask Us [ask.uta.edu/](http://ask.uta.edu/)

Library Tutorials [library.uta.edu/how-to](http://library.uta.edu/how-to)

Subject and Course Research Guides [libguides.uta.edu](http://libguides.uta.edu/)

Subject Librarians [library.uta.edu/subject-librarians](http://library.uta.edu/subject-librarians)

**Resources**

A to Z List of Library Databases [libguides.uta.edu/az.php](http://libguides.uta.edu/az.php)

Course Reserves [pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)

FabLab [fablab.uta.edu/](http://fablab.uta.edu/)

Special Collections [library.uta.edu/special-collections](http://library.uta.edu/special-collections)

Study Room Reservations [openroom.uta.edu/](http://openroom.uta.edu/)

**Teaching & Learning Services for Faculty**

Copyright Consultation [library-sc@listserv.uta.edu](http://library-sc@listserv.uta.edu)

Course Research Guide Development, Andy Herzog [amherzog@uta.edu](http://amherzog@uta.edu) or your subject librarian

Data Visualization Instruction, Peace Ossom-Williamson [peace@uta.edu](http://peace@uta.edu)

Digital Humanities Instruction, Rafia Mirza [rafia@uta.edu](http://rafia@uta.edu)

Graduate Student Research Skills Instruction, Andy Herzog [amherzog@uta.edu](http://amherzog@uta.edu) or your subject librarian

Project or Problem-Based Instruction, Gretchen Trkay [gtrkay@uta.edu](http://gtrkay@uta.edu)

Undergraduate Research Skills Instruction, Gretchen Trkay [gtrkay@uta.edu](http://gtrkay@uta.edu) or your subject librarian.