

## Syllabus Fall 2015 – Academic Partnership

### Instructor Information

**Instructor:** Dr. Carrie Ausbrooks

**Faculty Profile:**

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**Office Hours:** by arrangement

**Course Developer:** Dr. Lewis Wasserman

### Section Information

#### Course Description:

Focus on the legal foundation of public education, political theory, and application of political skills in working with school personnel, students, parents, and community organizations. The role of the law, court rulings, and the politics of school governance at the federal, state, and local levels will be addressed.

#### Student Learning Outcomes:

1. Articulate understanding of 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. Be able to recognize when they should consult with the district's attorney(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 2011 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 school environment.

### Texts and Materials:

**(Textbook Optional)** Alexander, K. & Alexander, M.D. (2012). *American public school law*, 8<sup>th</sup> edition. Wadsworth. ISBN 978-0-4959-1049-7 (7<sup>th</sup> 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 enrolled in 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 key program assessment required in EDAD 5381.

### Course Schedule:

Module/Topics	Description
<b>Module 1</b> The Legal System; School Attendance; The Instructional Program	<p><b>Lecture:</b> Module 1 Overview.</p> <p><b>Reading:</b> Developer-Authored Materials.</p> <p><b>Textbook:</b> A &amp; A, <b>Chapter 6</b>, "School Attendance," [Plyer v. Doe] [Martinez v. Bynum], [Prince v. Massachusetts], [Pierce v. Society of Sisters], [Wisconsin v. Yoder] ; A&amp; A, <b>Chapter 7</b>, "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].</p> <p><b>Activity:</b> Module 1 Practice Test</p> <p><b>Activity:</b> Module 1 Unit Exam</p>

	<p><b>Activity:</b> Discussion prompt posting and responses to two other students' postings</p>
<p><b>Module 2</b></p> <p>Student Rights: Constitutional Due Process and Statutory Protections</p>	<p><b>Lecture:</b> Module 2 Overview.</p> <p><b>Textbook:</b> A &amp; A, <b>Chapter 9</b>, "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].</p> <p><b>Reading:</b> Developer-Authored Materials.</p> <p><b>Activity:</b> Module 2 Practice Test</p> <p><b>Activity:</b> Module 2 Unit Exam</p> <p><b>Activity:</b> Discussion prompt posting and responses to two other students' postings</p>
<p><b>Module 3</b></p> <p>Student Rights: Speech, Expression, and Privacy</p>	<p><b>Lecture:</b> Module 3 Overview.</p> <p><b>Textbook:</b> A &amp; A, <b>Chapter 8</b>, "Student Rights: Speech, Expression, and Privacy," [Tinker v. Des Moines], [Bethel v. Fraser], [Morse v. Frederick], [Hazelwood v. Kuhlmeier], [TLO v. New Jersey], [Vernonia School District v. Acton], [Board of Education of Independent School District No. 92 of Pottawatomie Co. v. Earls].</p> <p><b>Chapter 9:</b> "Students Rights: Common Law, Constitutional Due Process, and Statutory Protections, [New Jersey v. T.L. O], [Vernonia School District 47J v. Acton], [Board of Education of Independent School District No. 92 of Pottawatomie Co. v. Earls]</p> <p><b>Reading:</b> Developer-Authored Materials</p> <p><b>Activity:</b> Module 3 Practice Test</p> <p><b>Activity:</b> Module 3 Unit Exam</p> <p><b>Activity:</b> Discussion prompt posting and responses to two other students' postings</p>
<p><b>Module 4</b></p> <p>Church and State, Freedom of Religion and Religions Expression</p>	<p><b>Lecture:</b> Module 4 Overview.</p> <p><b>Textbook:</b> A &amp; A, <b>Chapter 5</b>, "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].</p> <p><b>Reading:</b> Developer-Authored Materials</p> <p><b>Activity:</b> Module 4 Practice Test</p>

	<p><b>Activity:</b> Week 4 Unit Exam</p> <p><b>Activity:</b> Discussion prompt posting and responses to two other students' postings.</p> <p><b>Assignment:</b> 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)</p>
<p><b>Module 5</b></p> <p>Teacher Rights and Freedoms/Due Process Rights of Teachers</p>	<p><b>Lecture:</b> Module 5 Overview.</p> <p><b>Textbook:</b> A &amp; A, <b>Chapter 15</b>, "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")</p> <p><b>Textbook:</b> A &amp; A, <b>Chapter 16</b>, "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],</p> <p><b>Reading:</b> Developer-Authored Materials</p> <p><b>Activity:</b> Week 5 Practice Test</p> <p><b>Activity:</b> Week 5 Unit Exam</p> <p><b>Activity:</b> Discussion prompt posting and responses to two other students' postings</p> <p><b>Assignment:</b> Prepare a PowerPoint 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 PowerPoint 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)</p>

**Course Assignments and Grade Calculation:**

Assignment	Percentage of Final Grade
<b>Practice Tests and Exams</b> - 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 <i>Module Practice Tests</i> until you get a score above 80% on each practice test and you should retake the <i>Module Exams</i> until you score above 90% on each exam.	<b>50%</b>
<b>Discussions</b> - Complete all discussion question prompts and replies for all five Modules.	<b>20%</b>
<b>Proposed Bills or Issues</b> - 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] three-page, double-spaced 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.	<b>15%</b>
<b>PowerPoint Presentation</b> - Prepare a PowerPoint slide presentation 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 PowerPoint 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. You are encouraged but not required to attach your PowerPoint on the Module 5 Discussion Board.	<b>15%</b>
<b>Total Percentage</b>	<b>100%</b>

**Course Grades:**

- A = 90% or higher
- B = 80-89%
- C = 70-79%
- D = 61-69%
- F = 0- 60%

### Course Policies:

**Class Attendance and Assignments.** At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As this course is online, it is expected that all students will access the learning modules as required and complete assignments, discussions, and reflections as directed in the module. Assignments are to be completed and submitted by the posted deadlines.

This also means that all practice tests and unit exams must be submitted during the week they are assigned. You may confer with student colleagues as you complete the practice tests. Nevertheless, you must make an individual submission in order to receive your points.

You should not confer or seek or render assistance to any person about the unit exams. They are a learning experience, and you should engage in that learning opportunity by yourself with your notes and or materials but not with others individually or in any type of group setting.

**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 you do not plan to attend after registering. If you choose to withdraw from the course for any reason, you must follow University procedures, executing these procedures correctly and within the deadlines. 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://web.uta.edu/aao/fao/>).

**Student Expectations.** This course is designed to engage students in active learning toward enhancing the knowledge and skills of science, math and pedagogy as would be expected for graduate level expertise. Full participation in course modules, assignments, discussions, reflections and inquiry investigations is expected and required.

**Americans with Disabilities Act:** The University of Texas at Arlington 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)*. 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 that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. 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) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).



**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 as they see fit in their courses, including (but not limited to) 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.

**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>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be 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 enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>

**The English Writing Center (411LIBR):** Hours are 9 am to 8 pm Mondays-Thursdays, 9 am to 3 pm Fridays and Noon to 5 pm Saturdays and Sundays. Walk In **Quick Hits** sessions during all open hours Mon-Thurs. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, Workshops, and advanced services for graduate students and faculty are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information.

**Student Support Services:** The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may contact the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Tutoring Service Alert:** It has come to our attention that students are receiving information about a tutoring service which does not conform to the policies of the University of Texas at Arlington (UTA). We caution you with a “buyer beware” alert. Please be mindful of any person or tutoring service that states they will ‘complete’ your assignment or test. Allowing them to do so is against all University policies and is considered Academic Dishonesty which could result in being dismissed from the program. You should never contact any outside sources like this, but rather contact UTA directly if you are needing help with tutoring.

**Professional Dispositions:** Each candidate in the College of Education and Health Professions of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any digressions.

### College of Education Conceptual Framework:



The conceptual framework of the UT Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the University, PK-12 districts, higher education institutions, and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the premise that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This premise is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values, and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Framework consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners:



The first core value, **Professionalism**, represents the contention that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to excel in job performance.

The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.

The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with PK-20 students, curricula, faculty, and other professionals. The additional three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:

**Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.

**Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.

**Technology** is emphasized throughout all programs and is used to support and improve content delivery and student learning.

All components lead to the achievement of one goal—the development of informed and responsible Partners for the Future—who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

**More about Tk20:** The College of Education has implemented Tk20, a comprehensive data management system that provides powerful tools to manage growth and streamline processes to meet your needs more efficiently and effectively. The data management system is called Tk20 HigherEd.

Tk20 enables you to:

- create your key assessments and performance artifacts online, which you will be able to access and use beyond graduation
- submit forms online, including applications for field-based experiences such as student teaching, practicum, or internships
- create multimedia portfolios that can be exported to CDs or other media
- monitor your progress throughout the program

To purchase Tk20, go to <https://tk20web.uta.edu/campustoolshighered/start.do>. On the bottom left hand side of the screen, click on “Click here to Purchase your Student Account.”