

**WESTERN KENTUCKY UNIVERSITY
DEPARTMENT OF EDUCATIONAL ADMINISTRATION,
LEADERSHIP AND RESEARCH
LEGAL ISSUES FOR PROFESSIONAL EDUCATORS
COURSE SYLLABUS
SUMMER 2015
WKU-ELIZABETHTOWN CAMPUS
Regional Post-Secondary Building, Room 236**

**This course is web-enhanced
On-line begins July 6th and Course ends July 31st
Two Face-to-Face Class Meetings
Saturday, July 11, 9:00 a.m. – 5:00 p.m. EST
Saturday, July 25, 9:00 a.m. – 5:00 p.m. EST
John D. Millay, Ph.D.
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Pre-requisites

None

Catalogue Description

Clinical study of U.S. Constitutional, federal and state case, statutory and regulatory law, and their effects on social and political systems on the state and national level.

Course Description

EDAD 677 is organized to introduce professionals to the field of school law. This course includes a study of constitutional, civil rights, statutory, case, and regulatory law and those provisions for issues found in the daily operation of schools. Kentucky law will be studied as well.

Rationale

Functioning within society, schools must follow the laws passed by that society for safe, orderly, and legally just methods of interaction with the internal and external publics. Indeed, some laws have been created which speak directly to the functioning of schools. As well, ISSLC Standard VI speaks directly to an administrator following legal decisions in a concerted effort to promote and guide student and school success. Therefore, reading, understanding, and being knowledgeable about incorporating school law and the application thereof in the

schoolhouse are necessary components in the training of future school administrators.

Course Outcomes

1. Students will be able to explain the necessity of understanding school law.
2. Students will be able to research school law.
3. Students will be able to recognize critical school law issues as they arise during the normal course of performing their duties in a school setting.
4. Students will be able to read, interpret, and appropriately apply the different laws in their respective school settings.
5. Students will be able to describe the differences between constitutional, statutory, case, and regulatory laws and appropriately synthesize them in their school decision making processes.

Interstate School Leaders Licensure Consortium (ISLLC)

The following standards will be studied and applied in this class: 3, 4, 5, and 6.

Required Texts and Reading Materials

Alexander, K. & Alexander, M.D. (2009). *American Public School Law* (8th ed.). Belmont, CA: Wadsworth/Cengage Learning. ISBN - 13: 9780495910497
(Only the 8th edition is appropriate for this class)

Kentucky School Laws Annotated (2014). This is free online. You may benefit from having a printed copy in hand. Your principal, superintendent, or other school administrators in your district may have a copy to lend.

Course Organization and Expectations

Given the belief that adult learners have determined and accept the responsibility for choosing and committing their time and resources to the furthering of their education, this class is built on the premise that we are a community of scholars. Each learner has his or her individual right and responsibility of membership. Differing viewpoints, suggestions, and opinions are not only tolerated but also encouraged. The Professional Code of Ethics for Certified School Employees (16 KAR 1:020) will be the guide for all classroom discussion.

Course Requirements

The student will complete all required readings, all written assignments, articles, and/or reflections, all class, homework, or web-enhanced activities and assignments, and will be an active participant in class discussions. Class attendance is required.

Teaching Methods

Adult learners can anticipate active engagement through class discussions, group and individual work, written assignments, projects, some lecture, web-enhanced activities (Blackboard), and oral and written evaluations. Students must check Blackboard and their WKU email on a frequent and regular basis.

Assignment Procedures

As a graduate student, all communication should be expressed in a logical manner. Unless instructed otherwise, in accordance with the policies of the Department of Educational Administration, Leadership, and Research, APA (6th ed.) will be used for all papers and written assignments. Written materials should be word-processed in 12-point font, Times New Roman, double spaced with 1.0" left/right margins and 1.0" top/bottom margins. Only headings and titles are to be in bold print. Papers should be presented in narrative format, and bullets/tables are not to be used unless pre-approved by the instructor. All materials should be proofed for accuracy before submission. Oral communications should be clear and grammatically correct. Assignments will be submitted either electronically or as a hard copy as instructed by the professor. All electronic submissions are to be submitted as a Microsoft Word document. Any materials submitted in a non-digital format must be retrieved no later than the 30th calendar day of the subsequent academic semester, or they will be destroyed.

Course Evaluation

Grading and assessment will be based on the evaluation of student work. Students will be scored on participation, submission of written work, exams, presentations, and attendance. If the student submits work which does not meet the criteria for at least a "C," the student will be given the opportunity to revise and resubmit their paper (Exception: in-class presentations). No grade higher than a "C" may be earned for resubmitted work. Late assignments will see a grade reduction on that assignment.

Assignments

All reading assignments and related information/deadlines will be posted on BlackBoard throughout the class. Reading the text is your own responsibility throughout the semester and can begin prior to start of class. The first written assignment will be made available on July 6th (or sooner). There will be a written assignments each week, generally (but not exclusively) in the form of case studies, analysis of a legal issue, or brief research topic. There will be some in-class or out

of class quizzes to supplement these assignments, and the weekly assignments/quizzes will comprise the bulk of the coursework. Weekly written assignments will be highly self-directed with minimal guidance, although questions and requests for clarification are always welcome. Every student will make at least two in-class presentations. With prior permission, additional in-class presentations may be substituted for other written work. Classroom participation is essential, as the understanding of legal issues is enhanced by diverse points of view and interpretations. Significant outside reading will be necessary (text and supplemental materials). There will be a research paper required. Each student will bring or e-mail a school law topic to the instructor and together they will refine the topic into a suitable form that supports scholarly analysis. Topics must be approved by the instructor no later than July 10th, and papers will be due by July 28th. Unless otherwise directed, all assignments/presentations will be e-mailed to john.millay@wku.edu.

Grading Scale

A 226-250

B 201-225

C 176-200

D 0-175

Weekly written assignments/quizzes – 50% (13-15 @ 8-10 points each) 125pts

Class Attendance and Participation – 20% 50pts

2 In-class case presentations (PPoint required)– 20% 25 each, 50pts

Research Paper – 10% 25pts

TOTAL 100% 250 points

(Opportunity will be given for additional work beyond the above to count toward the final grade.)

Attendance

There is no substitute for attendance in this class. With the quantity of information and the rigorous nature of this course material, only absolute emergencies will be considered. Vacations, birthdays, sporting events, reunions, and other special occasions are not emergencies. We will all participate in every class session, whether this participation is in the form of discussions, quizzes, presentations, or group activities. Your attendance and participation ensures more than just cursory learning; it gives the student that concrete, hands-on experience necessary for life-long knowledge and understanding. If you know ahead of time that you will not be able to attend class, please notify the professor via email or by phone. Everyone is

expected to be on time when the class is scheduled to begin and stay until dismissal. Arriving late or leaving early will affect your course grade.

Technology

This class embraces the use of technology; however, abuse of this privilege will result in losing the use of technology for the remainder of the semester. Students may use their laptops and iPads for note-taking, researching class materials, and following power point presentations. However, surfing the web for pleasure purposes during class time, carrying on an email conversation, or the use of technology during a test/quiz is strictly prohibited. Cell phones should be turned to silent. The instructor reserves the right to prohibit texting, picture-taking, and cell phone conversations during class time. If an emergency arises, certainly we are all adults and will be expected to conduct ourselves as such.

Academic Dishonesty/Plagiarism

Plagiarism is a serious offense. All academic work must be the student's own creation. All material garnered from research must be cited correctly to give credit to the appropriate author(s). Lifting content directly from a source without proper citation is a flagrant act of plagiarism and academic dishonesty. Student work will be subject to a review by plagiarism detection software. Any student who commits an act of plagiarism will receive a failing grade for that course work, any other form of academic dishonesty may also lead to a failing grade for the course without the possibility of withdrawal from the course, and the student shall be reported to the Department of Educational Administration, Leadership, and Research for possible disciplinary action. Students will be required to verify in writing that they have completed the Harvard Graduate School of Education online tutorial: Principles of Paraphrasing: How to Avoid Plagiarism in Three Easy Modules -

<http://isites.harvard.edu/icb/icb.do?keyword=paraphrasing> or Indiana University's Plagiarism and Academic Integrity -

<http://edtech.wku.edu/~counsel/policies/plagiarism-and-academic-integrity.htm>

Statement of Diversity

The Department of Educational Administration, Leadership, and Research believe issues of diversity are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and

responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Students with Disabilities

It is the responsibility of any student who requires accommodations due to a disability to contact the Office for Student Disability Services in DUC A-200 in the Student Success Center in the Downing University Center (270) 745-5004.

Safety and Evacuation

Students will familiarize themselves with these procedures in regards to the location of their class. We will also discuss these procedures in our first night of class.

Flexibility Clause

The aforementioned requirements, assignments, policies, evaluation procedures, and etcetera are subject to change. Candidates' experiences and needs, as well as emerging knowledge, will be considered if modifying this course syllabus and/or schedule becomes necessary.

Course Dates

Summer Class Begins July 6, 2015 (Online work)

Summer Class Ends July 31, 2015

Required Readings

In addition to the texts previously referenced, there will be other assigned readings and outside materials with which the student will need to be familiar. These will be identified during class meetings or posted on BlackBoard.

Topics – these are generic and not in any priority or chronological order, but offered as a guide for describing the scope of our study. Our actual treatment of these and other topics may vary from this list:

- The Legal System: An Overview
- Historical View of the Law and Schools
- Federal, State, and Local Government's Roles in Education
- Student Constitutional and Civil Rights
- Student Discipline
- Special Education and Students with Disabilities
- School Employee Constitutional and Civil Rights; Employee Discipline
- Technology and Social Media as a Legal Issue in Education

- Tort Liability
- Trends in Public Education and Emerging Issues