

EEA 524: School Law

School of Education and Leadership

3 Credits

Effective Date Spring 2022

No prerequisite or co-requisite

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Contact Information

Contact information for instructors and course manager is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Course Description

This course examines the legal role, responsibility, and authority of school leaders. The leader is responsible for the rights of students, parents, and personnel; responsibilities of school personnel in regard to child abuse and drug abuse; liabilities, negligence, and torts; laws governing handicapped and special needs students and personnel; equity and nondiscrimination; public disclosure; certification and contracts; collective bargaining; and program management. The candidate builds capacity to apply legal regulations to the educational setting.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage (“Find Your Reading List” button).

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

In this course, learners:

- Apply critical reflective thinking associated with school law matters.
- Evaluate resources that will keep the practicing principal abreast of legal challenges and changes in education.
- Apply law to the rights and responsibilities of students, parents, and personnel
- Analyze potential impact or implications of legal issues on multiple stakeholders.
- Critique governing school agency policies and negotiated contracts
- Examines and accesses the sources of school law (federal and state constitutions, legislation, court systems, and case law)

Core Concepts, Knowledge, and Skills

- Court Systems
- Discrimination
- Diverse perspectives and worldviews
- Due Process
- Duty and Responsibility of school leader
- Freedom of Speech
- Location, evaluation, and application of current information covering school law issues
- Personal dispositions
- Religious Freedom
- Rights and Responsibilities of teachers and students
- Student Injuries
- Student Records
- Students with Disabilities

Grading Scale

The grades earned for the course will be calculated using City University of Seattle’s decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

Course Assignments and Grading

The grades earned for the course will be derived using City University of Seattle’s decimal grading system, based on the following:

| Overview of Required Assignments | % of Final Grade |
|--|-------------------------|
| Issues in Modern Technology | 40% |
| Case Study | 20% |
| Being Current on Child Abuse & Suicide Prevention | 10% |
| Instructor Determined, including Discussion Board, Virtual Activities, Final Examination | 30% |
| TOTAL | 100% |

| | | | | |
|--------------------------|------------------|-------------|----------------------|----------------|
| Scale | 100.00 – 92.00 | 91.99-82.00 | 81.99 – 75.00 | 74.99 – 0.00 |
| Decimal Grade Equivalent | 4.0 – 3.7 | 3.6 – 2.7 | 2.6 – 2.0 | 1.9 - 0.0 |
| | Exceeds Standard | At Standard | Approaching Standard | Below Standard |

Specifics of Course Assignments

The instructor will provide more detail regarding assignments and grading in the Blackboard Assignments and Discussion Board tabs, as appropriate.

Legal Implications of Modern Technology

Candidates research a controversial technology issue with legal relevance in today’s schools. Candidates will produce a presentation that demonstrates: 1) research, articles and court cases representing a range of perspectives on the issue, 2) rights and responsibilities of stakeholders (e.g. privacy, freedom of speech, confidentiality, etc.), 3) practical examination of classroom and school-wide practices that intersect with the issue, and 4) recommendations for administrators to consider with respect to the issue.

The instructor will provide guidance on the means and mode of the presentation, whether the assignment may be performed individually or in pairs/groups, and final approval of topics.

Possible topics may include:

- Cyberbullying/Sexting
- Student's social media use
- Teacher's online presence
- Sharing pictures or data relating to students and students' work
- Students' use of classroom blogs
- Cell phone policies in classrooms
- Teacher's use of technology to communicate with parents and students
- Use of apps/programs for student motivation and feedback
- Student-developed web pages
- Parent and family web presences
- Copyright issues surrounding use of materials and pictures
- Boundaries surrounding teacher use of district technologies
- Plagiarism, plagiarism software, and group work on Cloud technologies
- Digital Divide
- COVID – 19
- Structural racism



CTE Administrator Framing: Candidates will research a controversial technology issue with legal relevance in today's CTE programs and courses.

| <i>Components</i> | <i>% of Grade</i> |
|--|--------------------------|
| Court Cases and Research | 25% |
| Rights and Responsibilities of Stakeholders | 25% |
| Examination of Classroom and School-wide Practices | 25% |
| Recommendations | 25% |
| TOTAL | 100% |

Case Study and Mini-Presentation

A case is an actual situation involving a decision(s) to be made. It is an account of what happened. Any reported legal case involving school law that you choose (except for one based on negligence of the type discussed in class) is acceptable.



CTE Administrator Framing: CTEA Candidates will research a legal issue with relevance to CTE program administration. Topics to consider include:

- The Perkins Act and legal requirements
- Legal issues related to Special Education and CTE
- Federal Role in Career and Technical Education

| Components | % of Grade |
|-------------------|-------------------|
| Content | 60% |
| References Used | 20% |
| Readability | 20% |
| TOTAL | 100% |

Currency on Child Abuse and Suicide Prevention

Candidates will study Child Abuse & Neglect Prevention materials and pass a test indicating mastery of the same (Alternative #1), or upload a certificate of completion of training within the last year along with a one page memo about Suicide Prevention.

| Components | % of Grade |
|--|-------------------|
| Complete Alternative #1 Or Alternative #2 | |
| TOTAL | 100% |

Instructor Determined – Final Examination, Discussion Board, Participation

The instructor determines the percentage that participation applies to the course grade.

Discussion and Participation

| Components | % of Grade |
|--------------------------------|-------------------|
| Presence in the Discussion | 30% |
| Content and Cognition | 40% |
| Oral and Written Communication | 30% |
| TOTAL | 100% |

Instructor Determined Assignments

Components
TOTAL

% of Grade
100%

Course Policies

On-time completion and turn-in of assignments is the expectation, so candidates should plan work accordingly. Late work receives an automatic deduction and/or revised due date, determined by the instructor on a case-by-case basis.

Participation

Whether in class, online, or in a mixed mode setting, students will be graded on their participation in discussions; their ability to present, explain, or defend alternative viewpoints; and the degree to which they have mastered the concepts and principles inherent in the study of educational leadership. Written work will be assessed not only on relevance to the subject presented, but also on adherence to good written form and professional presentation.

Professional Writing

Follow the APA style guide for written work, unless specified differently by the instructor, including crediting authors, using unbiased language, and details of APA style. Assignments require Standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. Word process and proofread your work. We strongly recommend that you have assignments reviewed by a competent writer for quality of content, clarity of expression, correctness of language convention, and required form prior to submission to the instructor. Exceptions may be made by the instructor.

End of Course Evaluation (EOCE)

EOCE is a university-wide assessment practice. CityU seeks 100% participation by all candidates in all courses regardless of delivery mode. During the week before, week of, or week after the end of a course, candidates complete a standard 22-item on-line survey. Candidates access EOCEs via the Student Portal at my.cityu.edu > Academics > Course Evaluations > End of Course Evaluations. At times other than end of course, students can also Submit General Course Feedback by following this path from the Student Portal to Course Evaluations. Student feedback provides program administrators and faculty valuable data that inform course development, faculty development, and program change. Please participate actively in our process of continuous improvement by completing the EOCE for this course! Thank you.

University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit the [CityU website](#) or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at [CityU in Canada](#) website.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The

University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 visit the [Disability Support Services](#) page in the my.cityu.edu portal or in the *Start Your Course Here* module in your course under *Support Services*. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Online Tutoring

CityU students have access to free online tutoring offered through Brainfuse, including writing support, from certified tutors 24 hours a day, seven days a week. Visit the [Brainfuse](#) page on the my.cityu.edu portal for more information.