

Syllabus

SCHOOL OF EDUCATION AND LEADERSHIP
EEA 524: School Law

3 Credits
Effective: Spring 2013/2014

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

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

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](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

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 at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Critical thinking and information literacy
- Lifelong learning

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

OVERVIEW OF COURSE GRADING

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

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Participation	20%
Issues of Abuse and Neglect (Test OR Documentation)	20%
Instructor Determined Assignment	20%
Legal Issue Case Study (Paper and Presentation)	20%
Ethics and Integrity in Leadership	20%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

Participation

Participation fosters interactive learning and understanding of course content from multiple perspectives. Each week in an Online course requires participation in a discussion forum or a webinar. Mixed-mode courses require participation on-site and online. Instructors may determine and communicate other participation requirements.

<i>Components</i>	<i>% of Grade</i>
Presence in the Discussion	30%
Content and Cognition	40%
Oral and Written Communication	30%
TOTAL	100%

Issues of Abuse and Neglect (Test OR Documentation)

Washington State law requires all principal certification candidates to receive training in issues of abuse and neglect, Candidates study authoritative state requirements and either pass a knowledge test or provide a certification of completion of state-approved training.

<i>Components</i>	<i>% of Grade</i>
90% or higher score on knowledge test OR	100%
Documentation of completion of state-certified training within the last year	100%
TOTAL	100%

Instructor Determined Assignment

The instructor will provide an assignment description, guidance on expectations, and grading rubric that provide more detail about quality completion and grading.

<i>Components</i>	<i>% of Grade</i>
Component 1	TBD%
Component 2	TBD%
Component 3	TBD%
TOTAL	100%

Legal Issues Case Study

Candidates explore real-world current or emerging legal issues by interviewing an administrator and superintendent/designee regarding issues that they consider most important. Based on the interview, candidates select and write 4-5 pages about one legal issue for this Legal Issues Impact Paper. The paper includes the following sections:

1. Introduction including a one-sentence statement of the legal issue addressed in the paper.
2. Discussion (using course resources, recommended CityU data-bases, school systems' policies and procedures, and relevant contracts and agreements) of key contributing factors associated with the legal issue.
3. Analysis of how case law, constitutional provisions, national and local laws, or regulations apply to the selected legal issue and how the issue might impact an educational administrator.
4. Reflection on how the candidate, as an educational administrator might anticipate or respond to this impact.

This paper follows APA formatting requirements including academic resources cited in the text as well as in a reference list.

<i>Components</i>	<i>% of Grade</i>
Introduction of Legal Issue	10%
Discussion Elaborating the Nature of the Legal Issue	20%
Analysis of Legal Implications and Impacts	30%
Reflection on Anticipatory Actions and Responses	20%
Communication	20%
TOTAL	100%

Ethics and Integrity in Leadership

A school administrator is an educational leader who promotes the success of each student through acting with integrity, fairness, and in an ethical manner. In this assignment, candidates select an arguable moral/ethical dilemma in school law, examine it in depth, and respond in a manner that demonstrates integrity-based decision-making when faced with difficult decisions, or moral/ethical dilemmas. This assignment meets the requirement for Common Performance Task 5: Written Response to a Prompt About Fairness and Integrity in Leadership.

Candidates choose a relevant and contemporary legal issue that poses a moral and/or ethical dilemma for school administrators. Examples of legal issues that pose moral and/or ethical dilemmas inherent in issues of equity, opportunity gap, race, dynamics of safety and other priorities, social justice, standards movement, bullying and harassment, Internet abuse, truancy, high-stakes testing, and cheating. Candidates may choose to examine a situation that occurred in their school system but must exercise caution not to violate student confidentiality laws or anyone's right to privacy. To the extent possible, the moral/ethical topic should be a real one with which the candidate has knowledge or personal experience.

The product for this assignment is a 4-5 page paper.

- In the introduction, the candidate articulates personal definitions of fairness and integrity.
- The body of the paper describes the moral/ethical dilemma; states the issue; analyzes opposing views objectively; and presents the candidate's decision-making process and resulting position statement.
- The position statement cites which laws and principles apply, defends the process and position with evidence and logic, explains how the position taken relates to other leadership standards, shows a knowledge of and response to opposing opinions, and demonstrates citizenship values needed by school leaders. Such values include: The ideal of the common good; the principles in the Bill of Rights; the right of every student to a free, quality education; bringing ethical principles to the decision-making process; subordinating one's own interest to the good of the school community; accepting the consequences for upholding one's principles and actions; using the influence of one's office constructively and productively in the service of all students and their families; development of a caring school environment; revealing the candidate's personal integrity and courage to advocate for those who need an advocate and to take legal, ethical, and moral action despite opposing pressures perceived or real.
- In the final section, the candidate reflects on likely impacts resulting from the decision-making process and position taken.

Candidates share their responses to moral/ethical dilemmas as designated by the instructor.

<i>Components</i>	<i>% of Grade</i>
Personal Definitions of Fairness and Integrity	20%
Moral/Ethical Dilemma	20%
Position Statement	20%
Reflection	20%
Communication	20%
TOTAL	100%

COURSE POLICIES

Instructors add detail to course policies at their discretion but honor the following agreements set by the program.

Late Assignments

On-time completion and turn-in of assignments is the expectation, so plan your work accordingly and communicate with the instructor when you anticipate you cannot meet due dates. Late work will receive 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)

EOCEs are a university-wide assessment practice. The goal is 100% participation in all courses regardless of delivery mode. During the week before, week of, or week after the end of a course, you will be prompted through Blackboard to complete a standard survey. If you miss or dismiss the pop-up request, you can access the survey through your Student Portal Page>Academic Affairs>Student Resources. Student feedback provides program administrators and faculty with data that inform course development, faculty development, and program change. Please participate actively in a process of continuous improvement by completing the EOCE for this course! Thank you.

UNIVERSITY POLICIES

You 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 Misconduct

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 <https://my.cityu.edu/titleix> 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 <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

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 in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

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 found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments 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 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 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your 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.

Smarthinking Tutoring

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.