



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

**Course Title:** EDEL 580 School Law

**Course CRN #** 20537

**Section:** 1AS (Web Based)

**Semester Taught:** Spring 2019

**Credit Hours:** 3

**Instructor Information:**

Professor: Dr. Cheryl Barnes

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Department Website: : <http://www.concord.edu/education>

**Office hours:**

I will be conducting virtual office hours only. Please email me at [cbarnes@concord.edu](mailto:cbarnes@concord.edu) to set up a meeting

**Course Management System:** Blackboard

**Hardware/Software Needed:** The latest version of your preferred web browser for accessing Blackboard.

**Prerequisites**

Graduate Standing and 3 years classroom teaching experience.

**Text requirements:**

Essex, Nathan L. (2015). School Law and the Public Schools. A Practical Guide for Educational Leaders (6<sup>th</sup> Edition). Boston: Pearson. ISBN: 978-0-13-390542-7.

**Course Description/Rationale:** This course explores Public School Law as it relates to the theory and practical application of federal, state, and local laws and regulations governing public schools. Emphasis will be placed on Constitutional law and the judicial rulings of the Supreme

Court, federal district courts, and state appellate courts. Laws and regulations in West Virginia are examined.

**Concord University Educational Goal(s):**

1. To provide prospective principals with practical experience in educational leadership task, issues and responsibilities under close supervision and direction of clinical affiliates in the field and university staff members.
2. Involve interns in an appropriate educational setting that will cause them to experience competencies necessary to become dynamic educational leaders.
3. Ensure appropriate field based experiences that will involve interns in the performance domains of the principalship (Vision, Learning, Climate, Professional Ethics, Collaboration and Empowerment, School Operations, Human Relations, Development of Self and Others, Information Management, Evaluation, and Assessment, Continued Improvement and Board of Education Dynamics).
4. Provide a knowledge base for interns to enhance their writing skills.
5. Become involved in professional experiences at the local, district and national levels.
6. Provide a platform for interns to demonstrate acquired competencies through the use of oral, written and technological skills.

**The graduate educational programs** of Concord University are designed to foster advanced skills, knowledge, and attitudes applicable to each program of study.

1. Skills: Demonstrate advanced skills in a student’s respective program of study.
2. Knowledge: Demonstrate advanced knowledge in a student’s respective program of study.
3. Attitude: Demonstrate advanced ethical principles in a student’s respective program of study.

**National Standards** The content of this course centers primarily on, but is not limited to the following ELCC- Educational Leadership Standards:

2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff
2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school-level environment
3.1 Candidates understand and can monitor and evaluate school management and operational systems.
3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.
3.3 Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.
4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.
6.1 Candidates understand and can advocate for school students, families, and caregivers.
6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

**Learning Outcomes**

Students completing will:

1. Understand policies, due process as it relates to school law.
2. Know concepts and theoretical frameworks for understanding educational law and policies.
3. Know current policy, laws and issues being debated on all educational levels.
4. Learn how laws and policy issues are differentiated k-12 for different outcomes.
5. Know how to research and analyze different laws and policies.

The EDEL 580 course objectives are aligned with the following standards:

- ELCC National Standards (2011)** – Educational Leadership Constituent Council **Praxis II** - Principles of Learning and Teaching (PLT)
- ISTE (2018)**- National Educational Technology Standards for Leaders
- CAEP (2016)** – Council for the Accreditation of Educator Preparation
- CU Educational Goals** – Knowledge, Skills, and Attitude

Course Objectives	ELCC (2011)	Praxis II Principals of Learning and Teaching	National Educational Technology Standards (ISTE-NETS-T, 2018)	CAEP (2016)	CU Educational Goals	Assignment/Assessment
1 . Gain knowledge about Understand the legal framework affecting public schools.	2.2, 3.1, 3.3, 4.3, 5.3, 6.1 6.3	I, 11, III, IV, V, VI	1, 2, 3, 4, 5	A.1.1	Knowledge	Module 1: Discussion 1: Separation of Powers  Discussion 2: Merry Christmas Bill  Chapter Test 1

<p>2. Identify the importance of security in the schools and safety of its students, faculty, and staff.</p> <p>Describe the requirements of the instructional program(s).</p>	<p>2.2, 2.3, 3.1, 3.3, 4.3, 5.3, 6.1 6.3</p>	<p>I, III, IV, V, VI</p>	<p>1, 2, 3, 4, 5</p>	<p>A.1.1</p>	<p>Knowledge</p>	<p>Module 2: Discussion 3: Due Process (School Expulsion) Discussion 4: Zero Tolerance Policies Discussion 5: Academic Requirements Test 2</p>
<p>3. Identify the laws involving individuals with disabilities and school personnel and school district liability.</p>	<p>2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.3, 5.3, 6.1 6.3</p>	<p>I, III, IV, V, VI</p>	<p>1, 2, 3, 4, 5</p>	<p>A.1.1</p>	<p>Knowledge</p>	<p>Module 3: Discussion 6: Fourteenth Amendment Discussion 7: Charges of Negligence Test 3</p>
<p>4. Identify and explain the liability of the schools for student records and teacher freedom.</p>	<p>2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.3, 5.3, 6.1 6.3</p>	<p>I, III, IV, V, VI</p>	<p>1, 2, 3, 4, 5</p>	<p>A.1.1</p>	<p>Knowledge</p>	<p>Module 4: Discussion 8: Students' School Records Discussion 9: Developing a Faculty Handbook Test 4</p>
<p>5. Describe the responsibilities of the principal during employment, recruitment, tenure, dismissal, due process, and public school finance.</p> <p>Summarize and analyze school desegregation</p>	<p>2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.3, 5.3, 6.1 6.3</p>	<p>I, II, VI</p>	<p>1, 2, 3, 4, 5</p>	<p>A.1.1</p>	<p>Knowledge/ Skills</p>	<p>Module 5: Discussion 11: Title VII Discussion 12: Tenure Test 5  Final Essay Exam – School Desegregation</p>

## Course Requirements and Assignment Descriptions

### Field Experience

You will obtain **20 hours of administrative experience under the direction of a K-12 principal**. These hours are **specific in content** as listed on the log. You will scan and submit the completed log in the Assignment tab after obtaining the signature of your principal. No candidate will be issued a passing grade for this course without documentation of completion of the 20 hour field experience.

### Biographical Sketch

The candidate will complete a biographic sketch discussion. The candidate will also respond to at least two classmates in the discussion.

### Modules

The candidate will complete discussion postings and respond to at least two (2) postings of other candidates. This will entail a total of at least 6 individual postings per module to get full credit. Each Module will also include a test. These tests are timed so make sure you are prepared when you click on the link to open the test.

### Final Essay Exam

Provide an overview of the desegregation movement in the United States that includes the De Facto Segregation, De Jure Segregation, Implications of the Brown Case, Unitary Status, and Busing and Quotas. The candidate should carefully review the grading rubric posted in Bb prior to the creation of this assignment. The candidate is encouraged to do a “self-check” of the rubric before posting the assignment to ensure all required components are fully addressed.

### Textbook Readings

The candidate will read the assigned text. It is expected the candidate will glean knowledge from these assigned readings that will be incorporated into the assignments/assessments for the course. The candidate should seek to reference the primary text in each assignment when appropriate.

### Grading Scale

A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	59 & Below

### Grading Policy/Make-up Policy/Late Work

Any assignment not submitted via Blackboard/e-mail by the due date (date and time) is subject to a ten point deduction of the overall point value. **No assignment will be accepted and no points will be awarded after five (5) calendar days from the due date (including weekends).**

If there are technical problems submitting an assignment, email the professor through the regular email (cbarnes@concord.edu) immediately and explain the situation. Attach the assignment to the email (if applicable).

It is suggested that students attempt to submit work early to avoid possible problems with the system or other problems. Any late work will be subjected to the terms of the above policy.

Of course all work is to be typed in Word. The format is as follows: double-spaced, 1-inch margins, 12 point font, Times New Roman.

**Please grammar-check, spell-check, and proofread your work prior to submission.** It is also required that you get someone else to proofread your work, as the ability of a second reader to pick up on problems greatly enhances your chances of turning in an error-free paper, or at least something close to such a document.

You should be knowledgeable of APA format and it should be utilized in your paper. There is no excuse for not using APA, as the manual is a required text for this course, you should have been exposed to it in prior courses, and it is the standard format in education and the social sciences.

**Students are expected to write on a graduate student level.** Quality written work includes, but is not limited to: spelling, grammar, mechanics, etc. Work that, in the instructor's opinion, is not consistent with the student's level of academic placement will not be accepted. Said work will be returned to the student to be revised and turned in within 48 hours. The student's grade will reflect the need to revise. It is important to remember that just because a student works on something for a given amount of time does not mean that it is without flaws or meets the requirements.

It is the student's responsibility to be familiar with the policy on plagiarism set forth by Concord University. Reproduction of any work, in part or whole, without appropriate references will constitute plagiarism. Any paper, or section of a paper, that is reproduced for the class, from any source, with or without proper citation and/or permission, will be considered plagiarized. If the student has any question as to whether or not they are plagiarizing, they should consult the instructor. The APA Manual also defines plagiarism, and since it is a required text for this course, you have no reason for not understanding what constitutes plagiarism. Per Concord University's policy, any student who plagiarizes will either receive a failing grade on the assignment, receive a failing grade in the course, or be removed from the university.

### Course Timeline and Assignment Due Dates

Module	Assignments	Due Date	Points
Module 1	Biographic Sketch Discussion	01/18/19	15
	Module 1 Discussion 1	01/21/19	15
	Module 1 Discussion 2	01/28/19	15
	Module 1 Test	02/04/19	75
Module 2	Module 2 Discussion 3	02/11/19	15
	Module 2 Discussion 4	02/15/19	15
	Module 2 Discussion 5	02/18/19	15

	Module 2 Test	02/25/19	50
Module 3	Module 3 Discussion 6	03/04/19	15
	Module 3 Discussion 7	03/11/19	15
	Module 3 Test	03/18/19	65
Module 4	Module 4 Discussion 8	04/01/19	15
	Module 4 Discussion 9	04/05/19	15
	Module 4 Discussion 10	04/08/19	15
	Module 4 Test	04/15/19	65
Module 5	Module 5 Discussion 11	04/22/19	15
	Module 5 Discussion 12	04/29/19	15
	Final Essay Exam	05/03/19	100
	Module 5 Test	5/06/19	100

### **Accessibility/Accommodations:**

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

### **Academic Dishonesty**

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

### **Concord University Honor Code**

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

*"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."*

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

### **Class/Online Attendance Policy**

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

### **Emergency Alert System**

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

## **Emergency Information**

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to: <http://www.concord.edu/administration/office-public-safety>.

## **Inclement Weather Policy**

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

### University Closure

No students or employees are to report.

### Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

### Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

*\*Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

## **Student Conduct**

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

## **Sexual Harassment & Assault**

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384- 5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or [titleix@concord.edu](mailto:titleix@concord.edu). Reports to Campus Security can be made at (304- 384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

### **Technology Services**

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail [cuhelpdesk@concord.edu](mailto:cuhelpdesk@concord.edu).

### **Syllabus Disclaimer**

**"This syllabus is subject to change based on the needs of the class. Please check it regularly."**