

# Sam Houston STATE UNIVERSITY

A Member of The Texas State University System

## Center for Research and Doctoral Studies in Educational Leadership

### ASE 572 PUBLIC SCHOOL LAW

ASE 572 is a required course for the Educational Leadership program and the principal certification

COURSE/TITLE: ASE 572.02 PUBLIC SCHOOL LAW (Fall 2007)  
COLLEGE: SAM HOUSTON STATE UNIVERSITY  
DEPARTMENT: EDUCATIONAL LEADERSHIP AND COUNSELING

PROFESSOR: Dr. Bernnell Peltier-Glaze

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PHONE/ELECTRONIC OFFICE HOURS: M – F: 11: 00 a.m.- 2:00 p.m.

#### REQUIRED MATERIALS:

This course will be field-based and web-based (must be able to access blackboard).

<http://blackboard.shsu.edu/webapps/login>. Additionally, all communications will be through your SHSU email account.

- American Psychological Association. (2001). *Publication manual of the American psychological association* (5<sup>th</sup> ed.). Washington, D.C: American Psychological Association.
- Alexander, K., & Alexander, D. (2001). *American public school law*, 6<sup>th</sup> ed. St. Paul: West Publishing Co.
- Brown, G., & Irby, B. (1998). *Principal Portfolio*. 2<sup>nd</sup> edition.
- Please become familiar with the resources managed by the Newton Gresham Library by visiting the website: <http://library.shsu.edu/>

Students should have access to a reliable Internet connection and be familiar with basic Microsoft software programs including Word and Powerpoint.

#### DEPARTMENT OF EDUCATIONAL LEADERSHIP & COUNSELING MISSION STATEMENT

The mission of the Educational Leadership & Counseling Department is to provide master's level and doctoral students with the knowledge, skills, and disposition to apply the fundamentals of educational leadership towards meeting the interests and needs of ever-changing academic and social communities.

#### SCHOOL OF EDUCATION MISSION STATEMENT

Through excellent instruction, research and public service, the College of Education provides all students with opportunities to develop knowledge, skills, strategies, and experiences which allow them to serve in diverse roles and function productively in society.

**Students have RESPECT from the College of Education**

- Responding to the needs of others
- Expecting the best for students, faculty, staff and programs
- Serving other above self
- Planning and promoting quality
- Engaging in academic inquiry
- Caring for students, faculty and staff
- Teaching and leading as a mission that changes lives

**COURSE DESCRIPTION**

**This course is designed to develop and improve, through case study and clinical instructional methodology, the students' knowledge and understanding of the basic legal parameters that impact organization and control of the Texas and American public schools (with an emphasis in Special Education). Prerequisites for this course are ASE 532, Administration and Organization of Public Schools and ASE 668, Instructional Leadership I. Through this course students will:**

<b>Objectives/Learning Outcomes</b>
1. Gain a working knowledge and understanding of the American and Texas legal systems and how they affect public schools. (ELCC 6.1, 6.2, 6.3 /TExES 2.5,2.9)
2. Understand and apply provisions from the U.S. Constitution and Texas Constitution to school legal issues. (ELCC 6.1, 6.2, 6.3 /TExES 2.5, 2.9)
3. Know, understand, and apply case law to school legal issues. (ELCC 6.1, 6.2, 6.3 /TExES 2.5, 2.9)
4. Know, understand, and apply state, federal, and local legal provisions to school legal issues. (ELCC 6.1, 6.2, 6.3 /TExES 2.5, 2.9)
5. Become proficient at researching a legal problem and apply this knowledge to solve school legal issues. (ELCC 6.1, 6.2, 6.3 /TExES 2.5, 2.9)
6. Implement policies and procedures and encourage all campus personnel to comply with the Code of Ethics and Standard Practices of Texas Educators. (ELCC 6.1, 6.2, 6.3 /TExES 2.5, 2.9)
7. Understand relevant provisions of the Texas Education Code and the Texas Administrative Code. (ELCC 6.1, 6.2, 6.3 /TExES 2.5, 2.9)
8. Understand local, state, and federal legal issues, which support sound decisions. (ELCC 6.1, 6.2, 6.3 /TExES 2.5,2.9)
9. Understand legal and ethical implications related to school operations and decision-making. (ELCC 6.1, 6.2, 6.3 /TExES 2.5,2.9)
10. Implement legal strategies for the recruitment, selection, and assignment of campus staff. (ELCC 6.1, 6.2, 6.3 /TExES 2.5,2.9)
11. Apply local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs. (ELCC 6.1, 6.2, 6.3 /TExES 2.5,2.9)
12. Use legal requirements as a basis for campus curriculum planning. (ELCC 6.1, 6.2, 6.3 /TExES 2.5,2.9)
13. Use legal requirements as a basis for campus curriculum planning. (ELCC 2.1, 6.1, 6.2, 6.3/TExES 6.2, 2.5, 2.9)

**WRITTEN WORK:** Written assignments will be based on the readings and the student's own experiences. All written assignments must be written at the graduate level and follow APA format as indicated in the SHSU Education Leadership and Counseling Department Writing Standards. (Tx. Principal Standards: 6.1-6.5; NCATE standards: N: 1.1-1.8; 2.1-2.3, 3/1-3.3, 4.1-4.4)

## **DEVELOPMENTAL CONCEPTS**

1. Addressing legal problems occur in school (ELCC 6.1, 6.2, 6.3 /TExES 2.5,2.9)
2. Securing the services of legal counsel (ELCC 6.1, 6.2, 6.3 /TExES 2.5,2.9)
3. How to avoid court ((ELCC 6.1, 6.2, 6.3 /TExES 2.5,2.9)
4. Using legal information to solve problems (ELCC 6.1, 6.2, 6.3 /TExES 2.5,2.9)
5. Interpreting the legal rights afforded to teachers, administrators, and students (ELCC 6.1, 6.2, 6.3 /TExES 2.5,2.9)
6. Analyzing the court systems provisions for supporting school personnel and students (ELCC 6.1, 6.2, 6.3 /TExES 2.5,2.9)

## **COMPETENCY AREAS**

1. Learner-centered values and ethics of leadership
2. Learner-centered leadership and campus culture
3. Learner-centered human resources leadership and management
4. Learner-centered communication and community relations
5. Learner-centered organizational leadership and management
6. Learner-centered curriculum planning and development
7. Learner-centered instructional leadership and management

## **ELCC STANDARDS**

ELCC Standard 1-Promote the success of all students by facilitating the development, articulation, and implementation of a vision of learning shared and supported by the entire school community.

ELCC Standard 2-Promote the success of all students by advocating, developing, and sustaining a school cultures and instructional program conducive to student learning and professional growth.

ELCC Standard 3-Promote the success of all students by ensuring the management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

ELCC Standard 4-Promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs.

ELCC Standard 5-Promote the success of all students by acting with integrity, firmness, and professionalism.

ELCC Standard 6-Promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural text.

ELCC Standard 7-Promote the success of all students by arousing and sustaining standards-based experiences in real-world settings that are collectively planned and guided by university and school district supervisors.

## **TEXES COMPETENCIES**

### **DOMAIN I—SCHOOL COMMUNITY LEADERSHIP**

#### **Competency 001**

The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

#### **Competency 002**

The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

#### **Competency 003**

The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

### **DOMAIN II—INSTRUCTIONAL LEADERSHIP**

#### **Competency 004**

The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

#### **Competency 005**

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

#### **Competency 006**

The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

#### **Competency 007**

The principal knows how to apply organizational, decision-making, and problem solving skills to ensure an effective learning environment.

## DOMAIN III—ADMINISTRATIVE LEADERSHIP

### Competency 008

The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

### Competency 009

The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

### IDEA OBJECTIVES: TBA

### EXPECTATIONS:

- Students will assume responsibility for their own success in this class, not only in class discussions and presentations for each class, but also as they participate in a team arrangement to learn what they missed when late or unavoidably absent.
- No make-up assignments will be given.
- All exercises will be completed in a timely manner, which is necessary for meaningful participation and contribution in class.
- Late assignments will result in a lower participation grade.
- Students will visit the library at SHSU on line to supplement their readings on the various methodologies and will share these accounts during class discussions.
- Students will make postings on blackboard as assigned. This posting should be related to what you are learning in the course or what we have discussed. You may post questions for response. Some of the postings will result from group-led discussions. All responses must have a citation from the textbook.
- All cell phones, computers, and other electronic devices should be turned off or placed on vibrate during class.
- All work is due on the date specified. Late work will **not** be accepted or awarded credit, unless the student and the professor have made an agreement regarding an unusual circumstance.
- Participation is both expected and required in this class. Attendance is expected at **all class** sessions. One absence may be taken without penalty. More than one absence will result in lowering of the grade by a letter for each absence above one. If you find it absolutely necessary to be absent, please be sure that all other alternatives have been explored before taking an absence.
- Arriving to class on time is equally important. Entering the classroom after class has begun is disruptive to the learning environment. Three tardies of 15 minutes or more will count as one absence. Make every effort to arrive to class on time.
- The professor(s) reserves the right to alter course requirements and/or the class schedule to better address the learning needs of the students.
- Academic honesty is expected in this course. Plagiarism is a violation and will result in course failure. A report will be made to Dr. Beverly Irby, Department Chair and Dr. Genevieve Brown, Dean.
- Students desiring to be absent for observance of a religious holiday must be aware of the following:
  - Present a letter to the professor regarding absence for observation of religious holiday. A request form will be made available to you.
  - The request must be made within the first 15 days of the semester or the first 7 days of summer session.

- The student will receive a timeframe in which the work will be completed.
- Both professor and the student must sign the request form with each party keeping a copy for their files.
- Any violation of the said agreement may be appealed to the department chair.

If you are a student with a disability that may affect your academic performance, please contact the professor as soon as possible or you may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students at 936-294-1720.

Graduate students are governed by the SHSU's policies related to student conduct. Any student with questions about grievances, ethical behavior, etc., should review the SHSU Graduate Catalog and the Texas State University System Rules and Regulations, Chapter VI, Student Services and Activities, Section 5 Student Conduct and Discipline. Those rules may be found at [http://www.tsus.edu/pubs/Pubs/rules\\_regs.html](http://www.tsus.edu/pubs/Pubs/rules_regs.html). Particular attention should be paid to the sections on plagiarism and theft of library materials.

Students should practice self-discipline in classes. Courtesy should be extended to all students. Thought should be given to the value of all conversation in class to all students in class. Classes will be more enjoyable and beneficial to all involved if graduate students conduct themselves as conscientious professionals.

Please see the professor if there are any concerns before consulting the department chair or other program administrator.

#### **STUDENT/INSTRUCTOR INTERACTION/COMMUNICATION OBJECTIVES:**

- Display a personal interest in students and their learning
- Assist students in ways to find answers to their own questions
- Provide feedback of academic performance
- Clarify course material
- Share ideas about the course content
- Provide timely and frequent feedback
- Provide student-faculty interaction via email, phone calls, etc.

Please adhere to proper protocol. As listed on the first page of this syllabus, my electronic office hours are M-F from 11:00 a.m. to 1:00 p.m. Any questions or concerns relating to this course need to be directly addressed with me through email or telephone. Unless it is an emergency, I will respond to you within 48 hours.

**SHSU POLICIES** (see also: <http://www.shsu.edu/syllabus/>):

**Academic Honesty:** All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. Academic work submitted by you (such as papers, assignments, reports, test) shall be your work alone and referenced in part or in whole to its correct source. Submission of commercially prepared (or group prepared) materials as your own is unacceptable. Moreover, you shall encourage honesty in others by refraining from providing materials or information with knowledge that these materials or information will be used improperly. Students are expected to use conventions noted in the APA Publication Manual, 5<sup>th</sup> edition, for citing sources. Violation of these academic standards may result in removal of failure. Academy Policy Statement 810213. For a complete listing of the university policy, see: <http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

**Attendance** is taken for all class meetings. Please notify me in advance if you will be absent or tardy. According to the university policy, regular and punctual class attendance is expected of each student at SHSU. It is expected that each faculty member will keep a record of student attendance. Each faculty member will announce to his/her classes the policies for accepting late work [*stated above*]. Students are expected to show appropriate cause for missing or delaying major assignments or examinations. A student shall not be penalized for three or fewer hours of absences [*one class period*] when examinations or other assigned class work have not been missed; however, a student may be penalized for more than three hours of absences at the discretion of the instructor. Academic Policy Statement 800401

**(Refer to Expectation and Performance and Assessment Section of the Syllabus)**

**Student Conduct:** All students shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.

**Dropping the Class/Withdrawing from the University:** If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. If you fail to officially drop the class, a failing grade shall be assigned at the end of the course.

Academic Policy Statement 990407. If a student resigns between the 1<sup>st</sup> class day and the 12<sup>th</sup> class day (4<sup>th</sup> class day in the summer) no record of the resignation will appear on the student's academic record. If a student resigns after the 12<sup>th</sup> class day (4<sup>th</sup> class day in summer) but before mid-semester, a record of the resignation will appear on the student's academic record. If a student resigns after eight weeks in the fall or spring or after the first two weeks of a summer session the mark of WP (withdrew passing) or WF (withdrew failing) will be recorded on the student's academic record for each course for which the student was enrolled. To resign (officially withdraw) from the university, a student must either report to the Registrar's Office to complete a Resignation Request or submit a letter stating his or her intent to resign.

**Student Absences on Religious Holy Days Policy:** Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20..." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see: [http://www.shsu.edu/~vaf\\_www/aps/documents/861001.pdf](http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf)

**Students with Disability Policy:** It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the University. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center. For a complete listing of the University policy, see:

[http://www.shsu.edu/~vaf\\_www/aps/811006.html](http://www.shsu.edu/~vaf_www/aps/811006.html)

**Visitors in the Classroom:** Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

**University Policies:** Graduate students are governed by the SHSU's policies related to student conduct. Any student with questions about grievances, ethical behavior, etc. should review the SHSU Graduate Catalog and the Texas State University System Rules and Regulations. Also see [http://www.shsu.edu/~vaf\\_www/aps/stualpha.html](http://www.shsu.edu/~vaf_www/aps/stualpha.html)

**The Sam Houston Writing Center** provides one-on-one help with your writing assignments. The Center is open from 8 a.m. to 7 p.m. Monday through Thursday, 8 a.m. to 3 p.m. Friday, and 2-7 p.m. on Sunday. Currently, we are located in Wilson 114. Look for signs on campus announcing our new location in Farrington 111, when we are open in that location. It is not necessary to schedule an appointment; however, you may call 936-294-3680, twenty-four hours in advance to schedule one.



## COURSE ASSIGNMENTS

DATES	TOPICS	ASSIGNMENTS
<b>8/22/07</b>	Class Procedures	<b>a)</b> Introductions, <b>b)</b> class norms (including dispositions), <b>c)</b> department procedures (application for comprehensive exam & internship), <b>d)</b> organization for course, <b>e)</b> review syllabus and assignments (case study [safety], <b>f)</b> embedded internship activities, <b>g)</b> chapter/assigned questions, word wall), <b>h)</b> ELCC Standards, TExES Competencies, <b>i)</b> legal resources
<b>8/29/07</b>	-Types of Law -Powers and functions of courts -The purpose of Law -“Stare Decisis” -Role of Precedent -Understanding Judicial Decisions -The American and Texas Court Systems -The Role of the Supreme Court in American Society-Schools in particular -A System of Education -Education and Natural Law -Defining Public Schools -Education Provisions of State Constitutions -Education as a Fundamental Right under State Constitutions -Expansion of Public Schools -Charter Schools -Tuition and Fees in Public Schools -Indirect Federal Role -Sources of the Federal Role -Structural Provisions in the Constitution -Supremacy Clause -Bill of Rights and Amendments -Fundamental Rights and Education	Read chapters 1-3 <ul style="list-style-type: none"> <li>• 1- The Legal System</li> <li>• 2- Historical Perspective of Public Schools</li> <li>• 3- Role of the Federal Government</li> </ul> Word Wall  Review Selected Cases  Answer Assigned Questions  Complete and review practice TExES questions
<b>9/5/07</b>	-Education as a State Function and Control -State and Local Educational Agencies -Executive Functions -School Officers, School Boards, and Elections -Open Meetings and Public Record Laws	Read Chapter 4- Governance of Public Schools  Word Wall  Review Selected Cases  Answer Assigned Questions  Complete and review practice TExES questions

<p><b>9/12/07</b></p>	<ul style="list-style-type: none"> <li>-Wall of Separation</li> <li>-The Public School and Religion</li> <li>-Public Taxation to Support Schools</li> <li>-Establishment Clause and “The Lemon Test”</li> <li>-Anti-Establishment provisions in Texas and other State Constitutions</li> <li>-Released and Shared Time for Religious Instruction</li> <li>-Secularization of Public Schools; Prayer, Bible Readings, Religious Meetings/Clubs at School, Other Religious Issues Such as Flag Salute.</li> <li>-Equal Access Act</li> <li>-Everson v. Board of Education</li> <li>-Released Time/Shared Time</li> <li>-Student-initiated Religious Speech</li> </ul>	<p>Read Chapter 5- Church and State</p> <p>Word Wall</p> <p>Review Selected Cases</p> <p>Answer Assigned Questions</p> <p>Complete and review practice TExES questions</p>
<p><b>9/19/07</b></p>	<ul style="list-style-type: none"> <li>-State Prerogative</li> <li>-Compulsory School Attendance</li> <li>-The Amish Exception</li> <li>-Home Schooling</li> <li>-Other Reasons for Nonattendance</li> <li>-Vaccination</li> </ul>	<p>Read Chapter 6- School Attendance</p> <p>Word Wall</p> <p>Review Selected Cases</p> <p>Answer Assigned Questions</p> <p>Complete and review practice TExES questions</p>
<p><b>9/26/07</b></p>	<ul style="list-style-type: none"> <li>-Marketplace of Ideas</li> <li>-Judicial Deference to School Officials</li> <li>-Limitation on State Power</li> <li>-Obscenity and Sex</li> <li>-Evolution versus Creationism</li> <li>-Student Testing and Promotion</li> <li>-Grading and Academic Requirements</li> <li>-Grade Standards for Extracurricular Activities</li> <li>-Bilingual Education Programs</li> </ul>	<p>Read Chapter 7- The Instructional Program</p> <p>Word Wall</p> <p>Review Selected Cases</p> <p>Answer Assigned Questions</p> <p>Complete and review practice TExES questions</p> <p><b>Special Programs Assignment</b></p>

<b>10/3/07</b>	<ul style="list-style-type: none"> <li>-Freedom of Speech and Expression</li> <li>-Material and Substantial Disruption</li> <li>-Student Appearance</li> <li>-Forum Analysis Applied to Schools</li> <li>-Student Publications</li> <li>-Forum Analysis and Student Newspapers</li> <li>-Categories of Publications</li> <li>-The Internet and Free Speech</li> <li>-Privacy: Search and Seizure</li> </ul>	<p>Read Chapter 8- Student Rights: Speech, Expression, and Privacy</p> <p>Word Wall</p> <p>Review Selected Cases</p> <p>Answer Assigned Questions</p> <p>Complete and review practice TExES questions</p>
<b>10/10/07</b>	<ul style="list-style-type: none"> <li>-Students and Common Law</li> <li>-Reasonableness and In Loco Parentis</li> <li>-Constitutional Due Process and Substantive Due Process</li> <li>-Corporal punishment, 8<sup>th</sup> Amendment, Ingraham v. Wright</li> <li>-Goss v. Lopez</li> <li>-Sexual Harassment of Students</li> <li>-Child Abuse</li> <li>-Arkansas Department of Human Services v. Caldwell</li> <li>-Freedom of Speech and Expression, Tinker v. Des Moines Independent School</li> <li>-Tate v. Jonesboro Arkansas School District</li> <li>-School Safety</li> </ul>	<p>Read Chapter 9- Student Rights: Common Law, Constitutional Due Process, and Statutory Protections</p> <p>Word Wall</p> <p>Review Selected Cases</p> <p>Answer Assigned Questions</p> <p>Complete and review practice TExES questions</p>
<b>10/17/07</b>	<ul style="list-style-type: none"> <li>-History of Neglect: The Turning Point</li> <li>-Mills v. Board of Education of District of Columbia</li> <li>-Congressional Action</li> <li>-Interpretation of IDEA (EAHCA)</li> <li>-Least Restricted Environment</li> <li>-Oberti v. Board of Education</li> <li>-Discipline and “Stay-put Provisions”</li> <li>-Liability for Reimbursement of Parents</li> <li>-Acquired Immune-Deficiency Syndrome</li> <li>-Rehabilitation Act of 1973</li> <li>-P.L. 94-142</li> <li>-IDEA and AIDS</li> </ul>	<p>Read Chapter 10- Rights of Students with Disabilities</p> <p>Word Wall</p> <p>Review Selected Cases</p> <p>Answer Assigned Questions</p> <p>Complete and review practice TExES questions</p>

<b>10/24/07</b>	<ul style="list-style-type: none"> <li>-Intentional Interference</li> <li>-Assault/Battery</li> <li>-Spears v. Jefferson Parish School Board</li> <li>-Negligence</li> <li>-Standard of Care</li> <li>-Assumption of Risk</li> <li>-Immunity</li> <li>-Educational Malpractice</li> </ul>	<p>Read Chapter 11- Tort Liability</p> <p>Word Wall</p> <p>Review Selected Cases</p> <p>Answer Assigned Questions</p> <p>Complete and review practice TExES questions</p>
<b>10/31/07</b>	<ul style="list-style-type: none"> <li>-Defamation defined</li> <li>-Defamation in Public Schools</li> <li>-Public Officials and Figures</li> <li>-Student Records</li> <li>-FERPA</li> </ul>	<p>Read Chapter 12- Defamation and Student Records</p> <p>Word Wall</p> <p>Review Selected Cases</p> <p>Answer Assigned Questions</p> <p>Complete and review practice TExES questions</p>
<b>11/7/07</b>	<ul style="list-style-type: none"> <li>-Sovereign Immunity</li> <li>-Abrogation Immunity</li> <li>-Discretionary Functions</li> <li>-Insurance Waiver of Immunity</li> <li>-Proprietary Functions</li> <li>-Licensees and Invitees</li> <li>-Nuisance</li> <li>-Section 1983, Civil Rights Act of 1871 Liability</li> <li>-Eleventh Amendment Immunity and Local School Districts</li> </ul>	<p>Read Chapter 13- School District Liability</p> <p>Word Wall</p> <p>Review Selected Cases</p> <p>Answer Assigned Questions</p> <p>Complete and review practice TExES questions</p>
<b>11/14/07</b>	<ul style="list-style-type: none"> <li>-Laws and regulation dealing with Certification and Teacher Contracts</li> <li>-Justified reasons for dismissal (Immorality, Incompetency, etc.)</li> </ul>	<p>Read Chapter 14- Certification, Contracts, and Tenure</p> <p>Word Wall</p> <p>Review Selected Cases</p> <p>Answer Assigned Questions</p> <p>Complete and review practice TExES questions</p>
<b>11/21/01</b>	<b>NO CLASS</b>	<b>THANKSGIVING HOLIDAYS</b>

11/28/07	<ul style="list-style-type: none"> <li>-The Source of Rights</li> <li>-Speech Rights of Public Employees</li> <li>-Privacy</li> <li>-Drug Testing of Teachers</li> <li>-Freedom of Religion</li> <li>-Privilege against Self-Incrimination</li> <li>- Academic Freedom</li> <li>-Speech Rights of Public Employees</li> <li>-Privacy and Drug Testing</li> <li>-Freedom and Religion</li> <li>-Substantive and Procedural Due Process</li> <li>-Loyalty Oaths</li> <li>-The Irrationality and Presumptions Test</li> </ul>	<p>Read Chapters 15 &amp; 16</p> <ul style="list-style-type: none"> <li>• 15- Teacher Rights and Freedoms</li> <li>• 16- Due Process Rights of Teachers</li> </ul> <p>Word Wall</p> <p>Review Selected Cases</p> <p>Answer Assigned Questions</p> <p>Complete and review practice TExES questions</p> <p><b>Case Study Due</b></p>
12/5/07	<ul style="list-style-type: none"> <li>-Constitutional and Statutory Protections</li> <li>-Federal Civil Rights Statutes</li> <li>-Equal Protection Clause</li> <li>- Title VI</li> <li>-Title VII</li> <li>-Diversity and Affirmative Action</li> <li>-Sex Discrimination</li> <li>-Sexual Harassment</li> <li>-Religious Discrimination</li> <li>-Equal Pay Act</li> <li>-Age Discrimination</li> <li>-Discrimination Against Persons with Disabilities</li> <li>-FMLA</li> <li>-Separate-But-Equal</li> <li>-Brown v. Board of Education</li> <li>-Quotas and Busing</li> <li>-Unitariness</li> <li>-Diversity and Racial Classifications</li> <li>-Interdistrict Desegregation</li> </ul>	<p>Read Chapters 17 &amp; 19</p> <ul style="list-style-type: none"> <li>• 17- Discrimination in Employment</li> <li>• 16- Desegregation of Public Schools</li> </ul> <p>Word Wall</p> <p>Review Selected Cases</p> <p>Answer Assigned Questions</p> <p>Complete and review practice TExES questions</p>
12/12/07	Comps Concepts/Terms (TeXes Format)	<b>FINAL EXAM</b>

**SUMMARY OF ASSIGNMENTS:**

1. **Word Wall** – define the terms listed on the Word Wall for each chapter to be studied. Be prepared to discuss definitions (in *layman’s terms*) in class to demonstrate your comprehension.
2. **Assigned Questions** - read the assigned chapters. Answer questions for each chapter. Please include the page numbers to support your response to each question (APA format). Be prepared to discuss your responses and provide a 1 page summary/reflection of your

comprehension regarding your understanding of the applicability of the concepts to the school leader position during class (i.e: Why is this information important? What types of situations may be addressed in school settings?)

3. **Special Programs** – using the Texas Education Agency website, put in table format, eligibility criteria and school responsibilities for the following programs: Charter Schools, Home Schools, ESL/Bilingual, Migrant/Immigrant Programs, Special Education, Dyslexia, 504, Compensatory Education, Pre-Kindergarten, Head Start, Homeless, Gifted & Talented. This information will be reviewed in ASE 586, so keep your notes.
4. **Case Study**- write a case study that is about legal issues and school safety in PK-12 schools. A case study for instructional purposes is fictional, however, it may be based on factual events which have been disguised to protect actual people and events. APA 5<sup>th</sup> edition format for all references and citations. Refer to cases in the book to include all required sections.
5. **Embedded Internship Activities**- complete assigned embedded internship activities. Interview the school leader on your campus or another campus to find out how the activities are handled. In addition, respond to the activities as if you are the school leader (what would you do?). Discuss any legal guidelines for your proposed actions.

<b>DUE DATE</b>	<b>ELCC Standards</b>	<b>Internship Activity</b>	<b>TeXes Competencies</b>
<b>10/24/07</b>	6.1 Understand Legal, Political, Social, Economic Context	15. Review the faculty handbook, policy manual or administrative handbook regarding child abuse, search and seizure, confidential records, drug abuse, bomb threats, security and unauthorized personnel on the grounds. Briefly describe (1) controversy from each section; then develop a new legally sound consequence(s) for the offense. The consequences should show impartiality to the school's aims and goals and students' interests and needs.	9.2 Ensure Safety of Students & Personnel in Emergencies
<b>11/7/07</b>	6.1 Understand Legal, Political, Social, Economic Context (3.1, 3.2, 4.1, 5.1, 5.3, 6.1, 6.2, 6.3)	16. Identify and describe three areas of legal actions the campus principal has faced in the last three years and how he/she responded and what actions were taken.	3.5 Apply Laws, Policies, Procedures (2.1, 2.2, 2.5, 2.9, 3.1, 3.9, 8.3, 8.4, 8.5, 9.1, 9.2)
<b>11/14/07</b>	5.1 Act with Integrity 5.2 Acts Fairly 5.3 Acts Ethically	17. Describe how the principal ensures that the Code	3.2 Implement Compliance w/ Code of Ethics

	(2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.3, 5.1, 5.2, 5.3, 6.1, 6.3)	of Ethics and Standards Practices for Texas Educators is followed.	(6.1, 6.2, 7.1, 7.2, 8.4, 9.1, 9.2)
<b>10/31/07</b>	3.1 Manage the Organization 3.2 Manage Operations 3.3 Manage Resources	18. Describe and evaluate the role of the school secretary in office management. Observe office management procedures. Describe procedures that are followed in filing staff bulletins, correspondence and student schedules.	8.5 Use Effective Planning, Time Management and Personnel to Attain Goals
<b>10/10/07</b>	3.1 Manage the Organization 6.3 Influence Legal, Political, Social, Economic Context (3.1, 3.2, 4.1, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3)	19. Describe changes to the discipline management process at the campus due to current law.	9.4 Apply Law to Support Services (2.5, 2.9, 7.1, 7.2, 7.3, 7.4, 8.4, 8.5, 9.1, 9.2, 9.4)
<b>10/17/07</b>	3.5 Apply Laws Fairly 3.4 Apply Legal Guidelines 3.1 Manage the Organization (3.1, 3.2, 4.1, 5.1, 5.3, 6.1, 6.2, 6.3)	20. Describe the principal's responsibility for monitoring the safety and welfare of the school community.	9.2 Ensure Safety of Students & Personnel in Emergencies 9.3 Develop/Implement Procedures for Crisis (2.1, 2.2, 2.5, 2.9, 3.1, 3.9, 8.3, 8.4, 8.5, 9.1, 9.2)

### Course Grades/Requirements:

Assigned Questions: 14 @ 10pts each Readings and reflections	140pts
Special Programs Assignment	30 pts
Case Study	50 pts
Embedded (Internship) Activities	100pts
15- 30 points	
16- 20 points	
17- 10 points	
18- 10 points	
19- 15 points	
20- 15 points	
Participation 16 @ 5 pts each Points will be deducted for absences, late arrivals and early departures	80pts
Final Exam	100 pts
A = 500- 447	
B = 446- 398	
C = 397- 348	
D = 347 – 300	
F = <300	

The professor reserves the right to alter course requirements and/or the class schedule to better address the learning needs of the students.

## Student Information Card

Last Name:

First Name

Birthday (Month/day):

Home Phone Number:

Cell Phone Number:

Home Address:

SHSU Email Address:

Alternate E-mail Address:

Preferred Email Address:

Workplace (i.e. school & district):

Position:

Day Phone Number:

Alternate Phone Number:

In the event of an emergency that would occur during class time, who should be contacted?

\_\_\_\_\_

Name

\_\_\_\_\_

Number to reach contact during this class time

Favorite Color(s):

Favorite Snack(s):

Favorite Cake:



