

Florida Agricultural and Mechanical University

Professional Education Unit
Tallahassee, Florida 32307



COURSE SYLLABUS	
Course Number: EDA 5232	Course Title: Legal Aspects of Education
Prerequisite(s): None	
Course Credit: 3 semester hours	Course Hours: 3 per week
College: Education	Required Text(s):
Department: Educational Leadership and Human Services	<p>Alexander, K. & Alexander, M. D. (2009). American Public School Law (5th edition). Wadsworth Publishing Company: Belmont, CA.</p> <p>Garner, B. (1999). A Handbook of Basic Law Terms. West Group: St. Paul, MN</p> <p>William Cecil Golden Website: http://www.floridaschoolleaders.org/ Students are required to register on the School Leaders website.</p> <p>Course Requirement: TaskStream. All students are required to purchase TaskStream for their TaskStream e-portfolio from the School Bookstore. (Mandatory). The TaskStream Enrollment Code is 7KTURB</p> <p>Course Website: There is an accompanying website for this course. You may access this website through http://famu.blackboard.com. The information contained in this syllabus is contained on the website as a reference.</p> <p>Resources:</p> <p>State of Florida, Florida School Laws 2002.</p> <p>Tallahassee, FL: Florida Department of Education Florida Statutes (F.S.) [Access K-20 Education Code] Link:</p>

							http://www.leg.state.fl.us/Statutes/index.cfm?Mode=View%20Statutes&Submenu=1&Tab=statutes&CFID=34364106&CFTOKEN=95172166 Florida Administrative Code (F.A.C.) [aka.State Board Rules] Link: https://www.flrules.org/gateway/Division.asp?DivID=195 Supplies: APA Manual, 6 th Edition
Faculty Name: Dr. Lavetta Henderson				Term and Year: Spring 2011			
				Place and Time: 444 Gamble Street, Bldg. 62, Room 100A Thursday 5:30 - 8:30			
Office Location: 444 Gamble Street, Bldg. 62, Room 204				Telephone: 850-561-2792 e-mail: lavetta.henderson@famu.edu			
Office Hours	Monday By Appt.	Tuesday 1:00 – 3:00 pm	Wednesday By Appt.	Thursday 10:00 am – 12 Noon	Friday By Appt.	Saturday	

Course Description

Issues and problems concerning law and public education; developing competence in legal research; working with questions of fact, value, and policy.

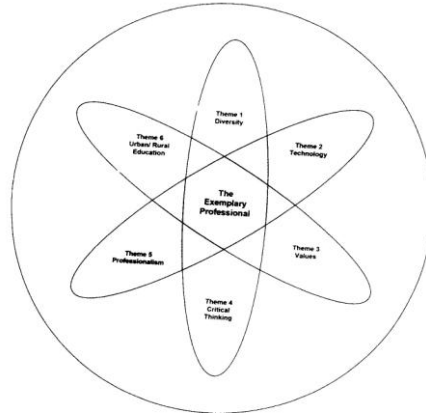
Course Purpose

Educators must know the laws that govern the operation and conduct of their organization as they face a highly litigious society. This course is a study of the relevant legal principles that affect the operation, organization, and administration of American schools. In this course, practicing teachers, prospective teachers, as well as practicing and prospective administrators will gain knowledge about legal issues that will help them in effectively performing their professional duties within the boundaries of constitutional, statutory, and case law.

Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the

mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.



DIVERSITY

•CF 1

•Through this focal area, the FAMU professional education candidate will:

CF 1.1 (K)	Demonstrate understanding of diverse backgrounds of individuals.	ELCC: 5.1a, 5.2a, 5.3a	FPLS: 3.8, 9.4, 10.5	FELE: 2.7.1
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TECHNOLOGY

•CF 2

•Through this focal area, the FAMU professional education candidate will:

CF: 2.5 (S)	Use fundamental concepts in technology.			
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CRITICAL THINKING

•CF4

•Through this focal area, the FAMU professional education candidate will:

CF: 4.5 (S)	Demonstrate the use of higher order thinking skills.		FPLS: 10.2, 10.5	
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PROFESSIONALISM

• CF 5

• Through this focal area, the FAMU professional education candidate will:

CF: 5.1 (K)	Know the content	ELCC: 5.3a	FPLS: 3.8, 3.9, 9.1, 9.4,	FELE: 1.6.1, 1.6.2,
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			10.2, 10.5	1.7.1, 1.7.2, 1.11.2, 1.11.3, 1.12.1, 1.12.2, 1.13.1, 2.6.1, 2.6.2, 2.7.1, 2.9.1 2.10.1, 2.11.1, 3.4.1, 3.5.1, 3.6.1
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Overall Goals of the Course

1. Explain the legal system structure, its component parts, the court system, precedent, relationship between the legal and educational systems, and role of the federal and state governments in education.
2. Explain the relationship between the church and public schools (specifically prayer in schools and equal access) within the context of common, statutory, and constitutional law.
3. Explain the legal rights and responsibilities of students and parents under federal and state case, common, statutory, and constitutional law.
4. Explain the legal rights and responsibilities of ESE students and parents under federal and state case, common, statutory, and constitutional law.
5. Identify and explain types, causes, and preventive legal and administrative strategies involving torts, defamation, and governmental immunity within the context of common, statutory, and constitutional law.
6. Explain the legal rights and responsibilities of teachers under federal and state case common, statutory and constitutional law.
7. Explain the employment rights and protections due teachers under collective bargaining.

Specific Behavioral Objectives

Candidates will be able to:

1. Investigate the legal framework affecting public schools, and discover the boundaries of constitutional, statutory, and case law for teachers and administrators.
2. Analyze seminal cases in educational law and develop briefs on them to better understand the legal principles involved.
3. Apply relevant legal principles to hypothetical cases presented in the in-basket exercises for each chapter.
4. Interview an attorney involved in educational law to investigate and report on the most current legal challenges that face today’s schools.
5. Assess the ethical considerations involved in making sound and legally defensible decisions that affect students and school personnel under their authority with the in-basket exercises.
6. Synthesize their readings and research on school law through the development and production of a research paper on an educational law topic.

Standard Crosswalk

Assignment	Behavioral Objectives	FELE Subtests	Professional Organizations ELCC	FPLS	PEU Conceptual Framework
Critical Task 1: ESE Student Rights Letter	1. Write a letter to a parent with a daughter with Tourette’s syndrome summarizing the child’s and parent’s rights including the following: a. The child’s disability and its effect on his or her education. b. This student’s ESE entitlements, and c. Accommodations under federal and state statutes, including district policy by summarizing relevant	1.11.2, 1.13.1, 3.4.1	5.2.a, 5.3.a	3.9, 10.5	2.5, 4.5, 5.1

	law, the rights granted under those laws.				
Critical Task 2: Student Records Access Letter	1. Write a letter summarizing legal access rights, right to challenge, modify content, etc. to the student and his parents.	1.12.1, 3.5.1, 3.6.1	5.1.a	3.8, 10.5	2.5, 4.5, 5.1
Critical Task 3: Collective Bargaining Agreement Analysis	1. Interview a principal and cover four issues: a. his or her role in managing a local collective bargaining agreement, b. handling of grievances, c. enforcement of school policies generally, and d. disciplinary processes for instructional and non-instructional personnel. 2. Obtain a copy of the district's collective bargaining agreement, compare what you learned during the interview with the terms of the contract; conclude whether or not the principal's actions are in compliance.	2.7.1	5.1.a, 5.2.a, 5.3.a	3.8, 9.4, 10.5	1.1, 2.5, 4.5, 5.1

William Cecil Golden Florida School Leadership Program

This program is aligned to Florida's Principal Leadership Standards and includes web-based resources to support an ongoing culture of continuous school improvement that can be used by all school districts and schools. Students are encouraged to explore this site and use of the resources.

National and State Standards Addressed in the Course

Professional Organization/Learned Society Standards

Educational Leadership Constituent Consortium (ELCC) Standards for Advanced Programs in Educational Leadership for Principals, Superintendents, Curriculum Directors, and Supervisors (National Policy Board for Education Administration)

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
5.1 Acts with Integrity	a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.	a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.
5.2 Acts Fairly	a. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.	a. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.
5.3 Acts Ethically	a. Candidates make and explain decisions based upon ethical and legal principles.	a. Candidates make and explain decisions based upon ethical and legal principles.

Florida Educational Leadership Examination (FELE) Competencies and Skills

FELE Subtest #1: Instructional Leadership	Competencies and Skills
6. Knowledge of Instructional Leadership Standard as Related to Federal and State Law in Education and Schooling	<ol style="list-style-type: none"> 1. Given a scenario, identify the state requirements for students to participate in interscholastic or extracurricular student activities. 2. Given a scenario, identify employee and student rights and responsibilities under federal statutes.
7. Knowledge of Managing the Learning Environment Standard as Related to	<ol style="list-style-type: none"> 1. Given a scenario, identify illegal standards for negligent tort liability

<p>Tort and Contract Liability in the Operation of Florida Public Schools</p>	<p>applicable to school employees and districts.</p> <p>2. Given a scenario, legal standards of intentional tort liability applicable to school employees and districts.</p>
<p>11. Knowledge of Managing the Learning Environment Standard as Related to Student Services</p>	<p>2. Given a faculty handbook, identify the duties of school administrators governing student discipline and school's safety per Florida statutes (e.g., zero tolerance, discipline of exceptional students, emergency management plan, student code of conduct).</p> <p>3. Given a parent request to administer medication, identify the guidelines in Florida statutes regarding the administration of prescribed medications to students by public school employees.</p>
<p>12. Knowledge of Managing the Learning Environment Standards as Related to Student and Parental Rights</p>	<p>1. Given the student/parent handbook, determine compliance with Florida statutes governing parents' rights and responsibilities/and/or students' rights and privacy to access student educational records (e.g., deny, release, challenge content, FERPA).</p> <p>2. Given a scenario, identify standards and procedures applicable to United States Citizenship and Immigration Services and students attending public schools.</p>
<p>13. Knowledge of Managing the Learning Environment Standard as Related to Federal Law for Education and Schooling</p>	<p>1. Given a scenario, identify exceptional students education entitlements, equal access for students and staff with disabilities, and related rights under federal statutes.</p>
<p>FELE Subtest #2: Operational Leadership</p>	<p>Competencies and Skills</p>
<p>6. Knowledge of Human Resource Development Standard as Related to Process and Procedures for Discipline, Dismissal, and Nonrenewal of School Employees</p>	<p>1. Given a recommendation to terminate an employee's contract, identify what the school site administrator's responsibility is regarding termination as required in Florida statutes (e.g., union contract, professional service contract, annual contract, continuing contract).</p>

	2. Given case studies with accompanying documentation, identify and apply the Standard of Just Cause for any adverse employment decision as required by Florida statutes (e.g., dismissal, suspension, demotion, reinstatement).
7. Knowledge of Human Resource Development Standard as Related to Collective Bargaining Agreements	1. Given a collective bargaining agreement, identify the role of the administrator in managing the contract per Florida statutes (e.g., grievances, school policies, enforcement, and punitive actions related to all classifications of school personnel).
9. Knowledge of Human Resource Development Standard as Related to State law for Education and Schooling	1. Given a scenario, identify standards and procedures applicable to state certification, selection, evaluation, discipline, and reappointment of school district employees.
10. Knowledge of Ethical Leadership Standard as Related to Ethical Conduct	1. Given the Code of Ethics of the Education Profession in Florida, identify violations of ethical conduct, as stated in Florida statutes (e.g., conviction of a crime involving moral turpitude; gross insubordination; misconduct in office; neglect of obligations to students, public, and school personnel).
11. Knowledge of Ethical Leadership as Related to Federal and State Law for Education in Schooling	1. Given a scenario, identify judicially recognized rights and responsibilities guaranteed under the Constitution (e.g., First, Fourth, Fourteenth Amendments).
FELE Subtest #3: School Leadership	Competencies and Skills
4. Knowledge of Community and Stakeholder Partnerships Standard as Related to Student Services	1. Given case studies of students with disabilities, identify the accommodations and services required per Florida statutes (e.g., diagnostic and learning resource centers, ADA facilities, interagency support services).
5. Knowledge of Community and Stakeholder Partnerships Standard as Related to Student and Parental Rights and Responsibilities	1. Given the student/parent handbook, identify rights and responsibilities of students, parents, and guardians per Florida statutes (i.e., notification, due process hearings, student academic progress, school choice preference, health examinations/immunizations, student academic improvement plan, truancy procedures, instructional

	materials).
6. Knowledge of Diversity Standard as Related to Federal and State Law for Education and Schooling and Organizational Communication	1. Given a scenario, apply legal interpretations of the purpose and intent of federal statutes related to equal access and prohibition of all forms of discrimination in public schools.

Florida Principal Leadership Standards (FPLS) and Program Indicators (FAMU)

Florida Principal Leadership Standard	Program Indicator
3.0 Managing the Learning Environment – High Performing Leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment.	3.8 Knowledgeable of federal and state laws related to education and school operations. 3.9 Knowledgeable of federal and state law related to special education.
9.0 Human Resource Development – High Performing Leaders recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer.	9.1 Demonstrates an understanding of the major aspects of the Human Resource Function (recruitment, selection, induction, appraisal, compensation, employment continuity, development, and collective bargaining). 9.4 Demonstrates an understanding of collective bargaining and its contractual features.
10. Ethical Leadership – High Performing Leaders act with integrity, fairness, and honesty in an ethical manner.	10.2 Makes decisions based on the legal, moral and ethical principles. 10.5 Acts in accordance with federal and state constitutional provisions, statutory standards, and regulatory policies.

Florida Agriculture and Mechanical University Professional Education Unit (PEU) Conceptual Frameworks Standards

Area	Indicator
1.0 Diversity	1. Demonstrate understanding of diverse backgrounds of individuals.
2.0 Technology	5. Use fundamental concepts in technology.
4.0 Critical Thinking	5. Demonstrate the use of higher order

	thinking skills.
5.0 Professionalism	1. Know the content.

Topical Outline

Disclaimer: This is a tentative course syllabus and the instructor reserves the right to make changes and modifications.

Week 1	1/06/11	Introductions/Course Overview/ Course Syllabus/Requirements
Week 2	1/13/11	Legal Frameworks Affecting Public Schools Chapter 1 The Legal System Chapter 2 Historical Perspective Of Public Schools
Week 3	1/20/11	Legal Frameworks Affecting Public Schools Chapter 3 Role Of The Federal Government Chapter 4 Governance Of Public Schools
Week 4	1/27/11	Religion and the Public Schools Chapter 5 Church And State
Week 5	2/03/11	Students and the Law Chapter 6 School Attendance Chapter 7 The Instructional Program Equal Access Letter Due
Week 6	2/10/11	Students and the Law Chapter 8 Student Rights: Speech, Expression, And Privacy Chapter 9 Student Rights: Common Law, Constitutional Due Process, And Statutory Protections Module 3 Five Discussion Questions Due
Week 7	2/17/11	Individuals with Disabilities Act Chapter 10 Rights Of Students With Disabilities Student Handbook Revision Due
Week 8	2/24/11	Midterm Exam
Week 9	3/03/11	Teachers and the Law Chapter 14 Certification, Contracts, And Tenure Chapter 15 Teacher Rights And Freedoms Module 4 Three Discussion Questions Due

Week 10	3/10/11	Spring Break
Week 11	3/17/11	Teachers and the Law Chapter 16 Due Process Rights Of Teachers Chapter 17 Discrimination In Employment ESE Student Rights Letter Due in TaskStream
Week 12	3/24/11	Liability Chapter 12 Defamation And Student Records Teacher Discipline Letter Due Teacher Hiring Interview Due
Week 13	3/31/11	Liability Chapter 11 Tort Liability Chapter 13 School District Liability Module 5 Two Discussion Questions Due Student Records Access Letter Due in TaskStream
Week 14	4/07/11	Collective Bargaining Chapter 18 Collective Bargaining Negligent and Intentional Torts Interview Due Faculty Handbook Revision Due
Week 15	4/14/11	Other Topics – Desegregation of Public Schools, School Finance, School Property Chapter 19 Desegregation Of Public Schools Chapter 20 School Finance Chapter 21 School Property And Buildings Collective Bargaining Principal Interview Due in TaskStream
Week 16	4/21/11	Course Wrap-up Field Experiences Due: Last Day to Submit Narrative and Reflection Paper Responding to Course Field Experience Items.
Week 17	4/28/11	Final Exam

Note: This is a tentative course outline and subject to change by the instructor. Course requirements are also subject to change.

Teaching Methods

The traditional case method and cooperative learning techniques are combined to form the central teaching methodology to be used in this course. Students are required, in the traditional case method, to review concepts and cases covering the first, fourth and fourteenth amendments to the U.S. Constitution; discrimination; educational entitlements; and tort liability. While the basic principles of law are applied to diverse factual situations and conclusions are reached, hypothetical scenarios are also provided to focus on the educational perspective of each case.

The cooperative learning technique is used to permit groups of students to collaboratively explore and present a series of cases covering a single legal concept (e.g., The First Amendment) with the focus being on stimulating class discussion. This method shifts the focus from the teacher being the dispenser of knowledge to becoming a guide who assist the students in understanding and applying a range of perspective in addressing legal problems associated with the school.

Course Evaluation

Evaluation in the course will be based on professional attitude, class attendance, class participation, written and oral assignments, readings, on-line assignments, examinations, and projects. The quality of the work you submit counts in the consideration of your grades. Grades are determined by the quality of student performance.

Grading

Grading Scale A=100-90 B=89-80 C=79-70 D=69-60 F=Below 60

Grading Rubric F=Favorable A=Acceptable M=Marginal U=Unsatisfactory

Favorable performance is exemplified in activity(ies), product(s), response(s) that exceed or meet established criteria, which demonstrates candidates' acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. A favorable performance designation is assigned to products, which demonstrate a significant presence of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as "F" (Favorable) products and assigned a numerical score in the range of 90-100.

Acceptable performance is exemplified in activity(ies), product(s), response(s) that approach or approximate established criteria, which demonstrate candidates' acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards, but does not meet the criteria for favorable designation. An Acceptable performance designation is assigned to products, which demonstrate vague attempts at including (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending theory with practice. Products meeting these criteria will be determined as "A" (Acceptable) products and assigned a numerical score in the range of 80-89.

Marginal performance is exemplified in activity(ies), product(s), response(s) that do not exceed, meet, or approach or proximate established criteria, which demonstrate candidates' acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. A Marginal performance designation is assigned to products, which demonstrate minimal inclusion of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as "M" (Marginal) products and assigned a numerical score in the range of 70-79.

Unacceptable performance is exemplified in activity(ies), product(s), response(s) that do not exceed, meet, or approach or proximate established criteria, which demonstrate candidates' acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. An Unacceptable performance designation is assigned to products which demonstrate a lack of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, and (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending theory with practice. Products meeting these criteria will be determined as "U" (Unacceptable) products and assigned a numerical score in the range of 60-69.

Assessments/Assignments

Assignments have been coded to specific competencies and skills determined by the Educational Leadership Constituent Consortium = ELCC, Florida Educational Leadership Examination Competencies and Skills – 2008 = FELE C&S, Florida Principal Leadership Standards = FPLS, and the Professional Education Unit Conceptual Framework Standards = CF. Grades in the course are based on satisfactory performance on several assessment measures. The quality of your work and the products you submit counts. Your work should always reflect substantial investment of time and reflection. It

should be of superior quality. Grades in this course will be based on the following assignments:

- . All students are expected to maintain absolute integrity and a high standard of individual honor in academic work as defined in the Florida A&M University Graduate *Code of Student Conduct*.
- . Preparation for and participation in discussions and activities is an integral part of this course and is subject to individual, group, and instructor evaluations as part of the final grade.
- . Assigned Readings are the responsibility of each student (textbook, professional journals, websites).
- . Assignments
- . Exams

MODULES

MODULE 1: Legal Framework Affecting Public Schools

- Chapter 1 The Legal System
- Chapter 2 Historical Perspective Of Public Schools
- Chapter 3 Role Of The Federal Government
- Chapter 4 Governance Of Public Schools

MODULE 2: Religion and the Public Schools

- Chapter 5 Church And State

MODULE 3: Students and the Law

- Chapter 6 School Attendance
- Chapter 7 The Instructional Program
- Chapter 8 Student Rights: Speech, Expression, And Privacy
- Chapter 9 Student Rights: Common Law, Constitutional Due Process, And Statutory Protections
- Chapter 10 Rights Of Students With Disabilities

MODULE 4: Teachers and the Law

- Chapter 14 Certification, Contracts, And Tenure
- Chapter 15 Teacher Rights And Freedoms
- Chapter 16 Due Process Rights Of Teachers

Chapter 17 Discrimination In Employment

MODULE 5: Liability

Chapter 11 Tort Liability

Chapter 12 Defamation And Student Records

Chapter 13 School District Liability

MODULE 6: Collective Bargaining

Chapter 18 Collective Bargaining

The assessment of the degree of learning outcome mastery is based on performance assessment. There will be (a) ten module discussion questions; (b) seven explanation letters; (c) three application interviews; and (d) two handbook revisions; (e) mid-term exam; (e) final exam; and (f) Educational Leadership Course Field Experiences.

1. Discussion Questions Responses:

A. Module 3: Students and the Law Assignment:

Answer the following questions and include appropriate references to the course material and court case/s for the following:

1. Explain the “reasonable suspicion” standard as related to search and seizure.
2. When are student desks and student lockers subject to search?
3. Review your school’s search and seizure policy and discuss how it compares to the best practices for search and seizure.
4. Discuss in 300 words or fewer, elements that you believe are important to include in a classroom harassment policy.
5. What applications to search and seizure have been learned from *New Jersey v. T.L.O.*, (1985)?

FPLS 3.8/ELCC 5.3a/CF 4.5, 5.1

B. Module 4: Teachers and the Law Assignment:

Answer these questions to the best of your ability based on information in this module.

1. Do teachers and school officials forfeit their First Amendment protection once

they become public employees?

2. Is academic freedom a limited concept in public schools?
3. May a teacher's dress and appearance be regulated by school boards?

FPLS 3.8, 10.2/ELCC 5.3a/CF 4.5, 5.1

C. Module 5: Liability

Answer these questions to the best of your ability based on information in this module.

1. Review the Rights under FERPA and discuss three salient points that have meaning for you as an educator.
2. Explain the difference between slander and libel.

FPLS 3.8/CF 4.5, 5.1

2. Explanation Letters (Individual Assignments). You will prepare four (4) two-three page, double-spaced letters with 1.0 inch margins. These letters must be precise, content dense, but written in an easily understandable manner. Summarize the law as related to the topic as precisely as you can in your own words. Cite relevant state, federal, and case law in a reference list starting below your signature. Ensure proper writing mechanics and APA style manual compliance. The topics are:

- a) **Equal Access Letters:** A local religious organization has requested access to school facilities at the same time, Ms. Bruce, the third grade teacher has asked to use the school auditorium for her wedding reception. Write a letter to both explaining why or why not the organization and/or Ms. Bruce will be permitted access and under what conditions.

FPLS 3.8, 10.5/FELE 3.6.1/ELCC 5.2a, 5.3a/CF 4.5, 5.1

- b) **ESE Student Rights Letter:** Write a letter to a parent with a daughter with Tourette's syndrome summarizing the child's and parent's rights including the following:

- 1) The child's disability and its effect on his or her education
- 2) This student's ESE entitlements (e.g., FAPE, discipline IEP, diagnostic testing, learning support services, interagency support services, and
- 3) Accommodations(under federal and state statutes, and district policy) by summarizing relevant law and the rights granted under those laws.

This course requirement is to be uploaded to College TaskStream. The Critical Task 1 Rubric is located in TaskStream in *Course Documents*.
FPLS 3.9, 10.5/FELE 1.11.2, 1.13.1, 3.4.1/ELCC 5.2a, 5.3a/CF 2.5, 4.5, 5.1

- c) **Student Records Access Letters:** Two feuding parents (one custodial and another non-custodial) have asked for information regarding their child's student records because they are concerned about its contents and accuracy, as well as their son who is 18 years old. Write a letter summarizing legal access rights, right to challenge, modify content, etc. to the student and his parents.

This course requirement is to be uploaded to College TaskStream. The Critical Task 2 Rubric is located in TaskStream in *Course Documents*.
FPLS 3.8, 10.5/FELE 1.12.1, 3.5.1, 3.6.1/ELCC 5.1a/CF 2.5, 4.5, 5.1

- d) **Teacher Discipline Letter:** A teacher-coach is suspected of having sexual relations with one of her students. You have been asked to (a) summarize a school administrator's responsibility under prevailing state law regarding the Just Cause Standard for an adverse employment decision (dismissal, suspension, demotion, or reinstatement); and (b) employment termination by a school board (hearing and appeal rights under the local collective bargaining agreement and relevant state law), certification loss (hearing and appeal rights under the Education Practices Commission) for teachers on professional service, annual and continuing contracts.

FPLS 3.8, 10.5/FELE 2.6.1, 2.6.2, 2.10.1, 3.6.1/ELCC 5.1a, 5.2a, 5.3a/
CF 4.5, 5.1

- 3. Team Interviews:** The team interview reports will be between 3-4 pages, excluding title and reference list pages.

- a. Collective Bargaining Principal (Team Assignment):** this principal interview will cover four issues:

- 1) his or her role in managing a local collective bargaining agreement
- 2) handling of grievances
- 3) enforcement of school policies generally
- 4) disciplinary processes for instructional and non-instructional personnel

Make sure that you have obtained a copy of the district's collective bargaining agreement, compare what you learned during the interview with the terms of the contract; conclude whether or not the principal's actions are in compliance. This course requirement is to be uploaded to College TaskStream. The Critical Task 3 Rubric is located in TaskStream in *Course Documents*.
FPLS 3.8, 9.4, 10.5/FELE 2.7.1/ELCC 5.1a, 5.2a, 5.3a/CF 1.1, 2.5, 4.5, 5.1

b. Negligent and Intentional Torts Interview: Interview a principal about his or her role in managing a negligent and an intentional tort incident; be sure to summarize each of the two incidents precisely and thoroughly. Secondly, conclude whether or not the principal's management of each incident complied with prevailing state statutory and case law, citing illustrative examples to support your conclusions.

FPLS 3.8, 10.5/FELE 1.7.1, 1.7.2/CF 4.5, 5.1

c. Teacher Hiring Interview. Interview either an AP or principal about the hiring process for a new teacher. During the interview, be sure to collect information on (a) who handles state certification verification, (b) selection and induction procedures; (c) evaluation for the new hire; (d) new hire discipline; and (e) reappointment. Cite specific district policies governing each stage of the process.

FPLS 9.1/ FELE 2.9.1, 3.6.1/ELCC 5.1a, 5.2a, 5.3a/CF 4.5, 5.1

4. Handbook Revisions (Team Assignments): Handbook excerpts are to be between 5-6 pages, excluding title and reference list pages.

a. Student Handbook: The principal has asked you to prepare a revision to the student's school handbook, regarding (a) state requirements to participate in interscholastic or extracurricular activities; (b) guidelines for administering medication; (c) educational access rights for the children of illegal residents; (d) students' First, Fourth, Fifth, and Fourteenth (hearings, discipline, etc.) Amendment Rights; (e) parents' rights specifically, student academic progress, academic improvement plans, truancy, and instructional materials with which parents disagree.

FPLS 3.8, 10.5/FELE 1.6.1, 1.6.2, 1.11.3, 1.12.2, 2.11.1, 3.5.1/ELCC 5.3/CF 4.5, 5.1

b. Faculty Handbook: The principal has asked you to prepare a revision to the faculty handbook, regarding (a) teacher rights under federal statutes; (b) guidelines for student discipline, school safety, violations of student conduct code, administering medication; (c) employees' First, Fourth, Fifth, and Fourteenth (hearings, discipline, etc.) Amendment Rights; and (d) access to employment records.

FPLS 3.8, 10.5/FELE 1.6.2, 1.11.2, 1.11.3, 2.11.1, 3.6.1/ELCC 5.1a, 5.2a, 5.3a/CF 4.5, 5.1

5. Mid-term: The mid-term examination will be designed to test your knowledge and understanding of key principles, cases, statutes, and concepts as well as your ability to apply this knowledge to selected fact situations.

FPLS 3.8, 3.9, 10.5/FELE 1.6.1, 1.6.2, 1.11.2, 1.11.3, 1.12.2, 1.13.1, 2.11.1, 3.4.1, 3.5.1, 3.6.1/ELCC 5.2a, 5.3a/CF 4.5, 5.1

6. Final: The final examination will be designed to test your knowledge and understanding of key principles, cases, statutes, and concepts as well as your ability to apply this knowledge to selected fact situations.

FPLS 3.8, 3.9, 9.1, 9.4, 10.2, 10.5/FELE 1.6.1, 1.6.2, 1.7.1, 1.7.2, 1.11.2, 1.11.3, 1.12.1, 1.12.2, 1.13.1, 2.6.1, 2.6.2, 2.7.1, 2.9.1, 2.10.1, 2.11.1, 3.4.1, 3.5.1, 3.6.1/ELCC 5.1a, 5.2a, 5.3a/CF 4.5, 5.1

7. Educational Leadership Course Field Experiences: See enclosed *Educational Leadership Master's Degree Program Course Field Experience(s) Log*. Written Narrative and Analytical paper responding to the Field Experience items and Reflection

FPLS 3.8, 3.9, 9.4, 9.5, 10.1, 10.2, 10.3, 10.4, 10.5, 10.6/FELE 1.6, 1.7, 1.11, 1.12, 1.13, 1.14, 2.10, 2.11/ELCC 3.2c, 5.1a, 5.3a, 6.1b, 6.1d, 6.3b

Course Policies

All assignments submitted for consideration of a grade are to be word processed and are due on the date and time specified in the syllabus or by course professor. A substantial penalty (20%) will be assessed for all assignments not turned in on the specified date and time. Additional penalties will continue for each week that assignment is not submitted. Plagiarism is unethical and unacceptable. Essays, papers, tests and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when ideas of another are incorporated in the body of an assignment they must be appropriately acknowledge. APA style should be utilized for papers assigned for grading purposes. Supervisory responsibilities for teachers and administrators are a part of public education.

Punctuality is a positive characteristic of teachers and administrators and desired behavior in schools and this class. Students are expected to be punctual (on time) and attend all classes and contribute to the learning process. Class attendance will be taken each class period. Students tardy for class three times will result in an absence. Two absences will result in a letter grade reduction for the semester. Consultation with course professor needs to occur if a student is absent more than two class meetings. The course grade will be negatively impacted if a student exceeds three unexcused absences.

Cell phones, Blackberries, and PDAs should be turned off or placed on vibrate during the entire class period.

Dispositions: As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.).

Advanced Level Student Professional Dispositions

Advanced Level Student Professional Dispositions	Indicators
Professional Behavior	<ul style="list-style-type: none"> a. is punctual and regularly attends class b. has a positive disposition (possesses congenial interpersonal skills; is patient, resilient, optimistic and approachable) c. presents oneself in a professional manner both in demeanor and appearance d. handles feelings appropriately (emotional management) e. maintains integrity and high professional standards f. works in a reliable, dependable manner, utilizing initiative g. seeks opportunities for professional development and actively participates in professional organizations h. demonstrates the appropriate use of personal technology during class i. demonstrates academic honesty
Effective Communication	<ul style="list-style-type: none"> a. communicates effectively in a professional manner using standard English language and appropriate tone for the situation b. is highly sensitive to what to do or say in order to maintain good relations with others and acts accordingly c. is willing to share information and ideas in a mutually respectful manner d. utilizes and models active listening and appropriate feedback skills
Professional Practice	<ul style="list-style-type: none"> a. is curious, willing to experiment with new ideas and techniques, and is

	<ul style="list-style-type: none"> receptive to change b. analyzes and evaluates concepts and clinical practices c. experiments, evaluates, and initiates innovative practices d. demonstrates a willingness to review and analyze research and/or conduct research on his/her own e. recognizes the individual differences that distinguish his/her students from one another and takes into account these differences in behavior of students f. is respectful, tolerant, and responsive to the cultural and family differences, including special needs, which students and colleagues bring to the learning environment g. continually deepens knowledge of practice and student learning h. understands the roles of assessment, including the roles of standards and outcomes in assessment
Systematic Thinking	<ul style="list-style-type: none"> a. critically examines his/her practice on a regular basis to deepen knowledge, expand his/her repertoire of skills, and incorporate findings into practice b. thinks critically before responding to unforeseen circumstances and modifies his/her actions as a result c. thinks critically about how to best manage, apply, and integrate technology into his/her everyday practice d. conducts self assessment through reflection in problem solving

Policy Statement on Non-Discrimination: It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Academic Honor Policy: The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct.

ADA Compliance: To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the

Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

Tentative Course Calendar

Included in the Topical Calendar.

References

Cases

The following are important legal cases:

Compulsory Attendance: Pierce v. Society of Sisters

Religion in the Schools: Engel v. Vitale
School District of Abingdon Township v. Schemp and Murray v. Curlett,
Lee v. Weisman
Edwards v. Aguillard

Use of Facilities: Good News Club v. Milford Central School

School Fees: Hartzell v. Connell, See website

Services: Berg v. Glen Cove City School District

Freedom of Expression: Tinker v. Des Moines Independent Community School District
Bethel School District No. 403 v. Fraser
Hazelwood School District v. Kuhlmeier
Sherman v. Community School District

Suspension, Expulsion, and Disciplinary Transfer:

Goss v. Lopez
Gonzales v. McEuen, Allen v. Casper 15

Corporal Punishment: Ingraham v. Wright

Search of Students and Lockers: New Jersey v. T.L.O.

Participation in Extracurricular Activities: Palmer v. Merluzzi Beeson v. Kiowa
County School District RE-1

Nonrenewal and Dismissal: Board of Regents of State Colleges v. Roth

Freedom of Expression: Pickering v. Board of Education of Township High School
District 205

Mt. Healthy City School District Board of Education v. Doyle

Academic Freedom: Fowler v. Board of Education of Lincoln County
Wilson v. Chancellor

Personal Appearance: East Hartford Education Association v. Board of Education of
Town of East Hartford

Teacher as Exemplar: Erb v. Iowa State Board of Public Instruction
Gillett v. Unified School District No. 276
Barcheski v. Board of Education of Grand Rapids

Employment Discrimination: Marshall v. Kirkland
Eckmann v. Board of Education of Hawthorn School District

Teacher Bargaining: Lehnert v. Ferris Faculty Association

Cecil Golden Resources

The Ethical Educator [http://www. asaportal.com/](http://www.asaportal.com/)

Books:

Alexander, K. and Alexander, M. (2001). *American Public School Law* (5th ed.).
Belmont, CA: West/Thomson Learning, Inc.

Boyle, J. and Weishaar, M. (2001). *Special Education Law with Cases*. Boston, MA:
Allyn and Bacon.

Fischer, L., Schimmel, D., and Kelly, C. (1999). *Teachers and the Law* (5th ed.). NY:
Longman.

Imber, M. and Van Geel, T. (2001). *A Teacher's Guide to Education Law* (2d ed.).
Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Imber, M. and Van Geel, T. (2000). *Education Law* (2nd ed.). Mahwah, NJ: Lawrence
Erlbaum Associates, Publishers.

LaMorte, M. W. (2002). *School Law: Cases and Concepts* (7th ed.). Boston, MA: Allyn
and Bacon.

McCarthy, M., Cambron-McCabe, N., and Thomas, S. (1998). *Public School Law:
Teachers' and Students' Rights* (4th ed.). Boston, MA: Allyn and Bacon.

McEllistrem, S., Grzywacz, P., and Roth, J. (Ed.) (2001). *Deskbook Encyclopedia of
American School Law: 2001 Edition*. Birmingham, AL: Oakstone Legal & Business
Publishing.

Roth, J. A. (2001). *A Guide to Religion in the Public Schools: What You Should Know*. Birmingham, AL: Oakstone Legal & Business Publishing.

Rothstein, L. F. (2000). *Special Education Law* (3rd ed.). NY: Longman.

Reference Books:

Garner, B. A. (ed.) (1999). *Black's law dictionary*. St. Paul, MN: West Publishing Co.
NASSP. *Legal memorandum*, Reston, VA: National Association of Secondary School Principals

Research Tools:

Law Specific Internet Sites: Council of School Attorneys - <http://www.nsba.org/cosa/>

EDLAW, Inc. - <http://www.edlaw.net/frames.htm>

Findlaw - [http:// www.findlaw.com](http://www.findlaw.com)

Meta-Index for Legal Research - <http://gsulaw.gsu.edu/metaindex/>

**RESERVE THE RIGHT TO CHANGE
THIS SYLLABUS WITH PROPER NOTICE
AT ANY TIME**

Relevant Florida Statute Sections

The Florida K-20 Education System	1000.01 F.S.
Policy and Principles	1000.02 F.S.
Function, Mission, and Goals	1000.03 F.S.
Components for the Delivery of Public Education	1000.04 F.S.
K-12 Student & Parent Rights	1002.20 F.S.
Guidelines on Religious Expression	1002.205 F.S.
Immunization Exemption	1003.22(5)(a) F.S.
Permitting Bible Study & Meditation	1003.45 F.S.
Equal Access Act General	1000.05; 1002.20; 1002.025 F.S.
Educational Choice	1002.31; 1002.33; 1002.37 1002.38; 1002.39; 1002.41 F.S.
Extra Curricular Activities	1006.15; 1006.16; 1006.165; 1006.17; 1006.19; 1006.20 F.S.
Medication	1006.062; 1006.0625 F.S.
Parental Rights/Duties	1002.20; 1002.22; 1003.04; 1003.21; 1003.24; 1006.42 F.S.
Student Discipline	1002.20; 1003.01; 1003.31; 1003.32; 1006.07; 1006.08; 1006.09; 1006.10; 1006.11; F.S.
School Safety	1006.07; 1006.061; 1006.12; 1006.13; 1006.135; 1006.14; 1006.141; 1006.145 F.S.
Educational Choice	1002.31; 1002.33; 1002.37 1002.38; 1002.39; 1002.41 F.S.
ESE Rights & Responsibilities	1003.55; 1003.56; 10003.57; 1003.576; 1003.58 F.S.
Parental Rights/Duties	1002.20; 1002.22; 1003.04; 1003.21; 1003.24; 1006.42 F.S.
Student Discipline	1002.20; 1003.01; 1003.31; 1003.32; 1006.07; 1006.08; 1006.09; 1006.10; 1006.11; F.S.
Transportation	1006.21, 1006.22, & 1006.23 F.S.
Liability Insurance & Legal Services	1006.24, 1012.26, & 1012.75 F.S.
Student Records	Student Records 1002.22; 1002.23; 1003.23; 1003.25; 1003.33; 1006.52 F.S.
Duties	1000.05; 1012.27; 1012.28; 1012.31; 1012.53 F.S.
Contracts	1012.32; 1012.33; 1012.34; F.S.
Personnel Files	1012.31 F.S.
Teacher Recruitment & Retention	1012.05 F.S.
Teacher Discipline	1012.79; 1012.795; 1012.796; 1012.797; 1012.798; 1012.799 F.S.
Merit Pay	Public Employees Relations Commission 447.205; 447.207; 447.208; 447.2085; 447.5035; 447.504 FS
Public Employer & Employee Rights	447.209; 447.301; 447.501; 447.503; 447.505; 447.509 F.S.
Dispute Resolution	447.401; 447.403; 447.609 F.S.

Educational Leadership Master's Degree Program Course Field Experience(s) Log

Professor: Lavetta Henderson

Semester: Spring 2011

Course	Standard(s): CF/ELCC/FPLS/FELE Competencies and Skills	Description of Field Experience(s) Related to Curriculum Improvement and Student Achievement	Duration of Field Experience (Hours)	Product/Assessment Rubric F=4, A=3 M=2, U=1
EDA 5232	ELCC 3.2c, 5.1a, 5.3a, 6.1b, 6.1d, 6.3b FPLS 3.8, 3.9, 9.4, 9.5, 10.1, 10.2, 10.3, 10.4, 10.5, 10.6 FELE C & S 1.6, 1.7, 1.11, 1.12, 1.13, 1.14, 2.10, 2.11	School site visit 1. Seek to visit a school environment to observe administration of disciplinary and/or employment practices. 2. If permitted, seek to attend a faculty meeting and or disciplinary hearing. 3. Observe to see if there are visible signs of disciplinary policies or employment practices. 4. Obtain copies of the Employment or Student Handbook. 5. Analyze these documents. a. What evidence, if any, is there of the legal application of the information obtained in EDA 5232 the Code of Conduct? b. What evidence, if any, is there of the legal application of the information obtained in the Faculty Handbook? 6. a. After reading the Code of Conduct what suggestions, if any, would you offer to improve this document? 6. b. After reading the Faculty Handbook, what suggestions, if any, would you offer to improve this document? 7. Interview with School Board Attorney or an attorney who specializes in educational law (university professor). Interview protocol should at a minimum address the following issues. 1. Meta Consent Decree 2. Special Education 3. Confidentiality 4. Student Rights 5. Teacher Rights	12-15 hours	Written Narrative and Analytical paper responding to Field Experience items and reflection.

		6. Negligence. 7. Recent Legal cases. 8. Prescription Medication 9. Personnel Records 10. Zero Tolerance.		
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