School of Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>Semester</td>
<td>Summer, 2015</td>
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</tbody>
</table>
| Name | Gary Bates, Ph.D.  
@DrGbates (Twitter) |
| Number | EDUC 5391 – KL35 |
| Telephone | 281-989-1401 |
| Title | School Law |
| Email | batesg@stthom.edu |
| Section | CN : 1361  
Location: St. Pius X  
Day: Thursdays  
Time: 5 – 9 pm |
| Office Hours | Email, voicemail, or text.  
All correspondence will be answered within 1-2 business days. |

Prerequisites

| Other Reading | Other readings are assigned and are found in Course Documents for each Learning Module. Students are responsible for all readings; questions from readings may appear on tests. |
| Course Description | This blended course provides an overview of the role of the principal as a leader in the elementary, middle/intermediate, or high school setting and provides exercises in decision making, report writing and planning similar to what principals encounter. |

Blackboard

Student internet access is essential since Blackboard will be used throughout the course.

UST Blackboard Help

[www.stthom.edu/bbhelp](http://www.stthom.edu/bbhelp)

Email

Students need to use University of St Thomas email for the course and check it frequently. University of St. Thomas emails can be directed to your personal...
## Late Work

Tardy work usually results in penalties. Email the instructor in advance if you are encountering difficulties that will cause late submission of work.

## Submission of work in Assignments folders (located in each Learning Module) of Blackboard

All files should be submitted using the following title template for the Word document itself: last name, first initial, activity name; last name first initial activity name, etc. For example, my work would be titled: LeBuffe, J, Short Paper on FERPA; LeBuffe, J, Do not use numerals when naming your papers.

### Course Objectives/Learner Outcomes

**Major Course Objectives are from the Texas Examinations of Educator Standards for the Principal position:**

**Competency 003**
The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

**Competency 008**
The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource allocation, 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.

The content and goals of this course are consistent with three tenets of Catholic social justice teaching that inform the School of Education programs.

- **Subsidiarity:** Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.
- **Dignity and rights of children:** Children possess full human dignity and are bearers of rights which should be recognized and upheld in educational processes.
- **People have a right to an education:** All people have a responsibility, for the good of society, to contribute to and foster education.

### Major Assignments
- **One examination will be given.** The final will include both true-false and essay questions. It will be an open book-open note test. The final will be taken online, using Blackboard. A window of three days will be given during which the final may be taken in one sitting. The final will have a time limit of two hours and 45 minutes.

- **Short Paper Requirements:** Four are assigned. Essay format, three pages in length. See Course Information in Blackboard for directions for each of the papers.

- **Discussion Board and Wiki Participation:** Students will participate in all Discussion Boards. Directions for Discussion Board participation are found in Course Information and the topics for each discussion are listed with each Discussion Board in Blackboard.

- **One Major Paper:** One research paper of 5 to 7 pages will be written about a major school law topic. Directions are found in Course Information.

- **Case Summaries:** Two case summaries are required. Assignments will be provided on the first night of class and Course Information in Blackboard has a sample case summary. Students should be prepared to give a 3-5 minute synopsis of their case study during the two classes that follow the case study due date.

All papers except the case summaries should be in APA format.

Rubrics for short papers and the research paper can be found in Course Information.

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**Criteria for Grading Written Work**

Online activities will be assigned throughout the course and are due weekly. Penalties are usually assessed for late work.

Criteria for Grading Written Work:

- Does the assignment; follows directions; answers the question!
- Presents response in a clear and logical manner.
- Makes pertinent references to texts and other readings.
- Gives evidence of ability to synthesize information from various sources to support the response.
- Shows ability to apply theory to practical situations.
- Uses elements of form such as grammar, spelling, sentence structure, and punctuation correctly.
- Is on time.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>95 - 100</td>
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Summer, 2015
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<tr>
<th>Grade</th>
<th>Midpoint</th>
<th>Range</th>
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<tbody>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90 – 94</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>88 - 89</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83 - 87</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80 - 82</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>78 - 79</td>
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<tr>
<td>C</td>
<td>2.0</td>
<td>73 - 77</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70 - 72</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>68 - 69</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>63 - 67</td>
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<tr>
<td>F</td>
<td>0.0</td>
<td>Below 67</td>
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Grading:

Major assignments, due dates, and percentages of course grade

1. Discussion Boards (20%)
2. Short Papers (20%)  
   - Short Paper 1 – 6/6  
   - Short Paper 2 – 6/15  
   - Short Paper 3 – 6/18  
   - Short Paper 4 – 6/19
3. Two Case Studies (20%)  
   - Case Study #1 – 6/1  
   - Case Study #2 – 6/18
4. Group Wiki Participation (5%)
5. Research Paper (15%) – 6/21
6. Final (20%) – 6/26-6/28

Details about each assignment are provided in the Course Information tab and in the modules.

Assignments must be submitted to the instructor in Blackboard before 11 p.m. on the due date. Please name the file Lastname_Firstname_Title. It is your responsibility to ensure that the instructor receives your documents. Ten points per day will be deducted from any assignment turned in late.

All work must be written in APA style, using MS Word. Font must be Times New Roman, 12-point, and double-spaced, and margins must be 1-inch. Please include your name, the date, and a title at the top of each written assignment. A running head and a cover page are not necessary.

Discussion Board and Participation in Group Wikis
Frequent visits to Blackboard are encouraged. You should log in at least 2-3 times a week to check Announcements, review Discussion Board feedback, etc. If you have not logged in at some point during the first week of class, you can be dropped from the class. Directions for Discussion Boards can be found in course information.

You are expected to participate in all class activities (including Discussion Board assignments and group wikis) in a professional manner. Any unprofessional behavior will result in zero credit for this portion of the grade.

If you miss one Discussion Board post, you must speak with the instructor to discuss a plan for preventing future late work. More than one missed Discussion Board may result in administrative withdrawal from the class.

You are also expected to be punctual. More than one late Discussion Board response will result in zero credit for participation for the late Discussion Board.

<table>
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<tr>
<th><strong>Student Learner Expectations</strong></th>
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<td><strong>Participation</strong>—Students will be expected to complete all readings, papers and other online activities. Several assignments will require students to interview principals, assistant principals, or other professional educators.</td>
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<td><strong>Writing Quality</strong>—Writing skills are expected to be at a graduate school level.</td>
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<tr>
<th><strong>Student Accommodations</strong></th>
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<td>In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the instructor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities. Whenever a special accommodation is necessary to ensure access to full participation by students with disabilities, the student must inform the instructor of any disability or needed accommodations.</td>
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<tr>
<td>The University Office for ADA Compliance may ask to seek proof of disability and specify accommodations as requested by students. Students with special needs should inform the instructor within the first two weeks of class. Students must also contact the Office of Counseling and Disability Services (2nd floor of Crooker Center) by calling Dr. Rose Signorello at 713-525-3162 or Ms. Debbie Jones at 713-525-6953; the Office is open 8-5 Monday through Friday.</td>
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<tr>
<td>The accommodations will become official when the instructor receives official, written notification from the officer in charge of ADA compliance. Students should contact the instructor immediately if new needs arise. All information will be confidential.</td>
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<tr>
<th><strong>Professional Standards of Behavior for Students and Faculty</strong></th>
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<td><strong>Academic integrity</strong>—Master’s-level students in the School of Education demonstrate...</td>
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integrity in all of their activities, both personal and professional. Any unprofessional behavior or failure to adhere to the honor system is a serious violation of integrity and may result in failure of the course.

**Plagiarism** involves taking credit for another person’s work. You must cite sources in APA style any time source material (e.g., books, journal articles, internet material, etc.) has been used, paraphrased, or quoted. Quoted material must be placed in quotation marks and referenced appropriately. Please note that copying information directly from a source without giving credit, using friends' work, buying papers online, re-using one’s own work from previous classes, etc., all constitute plagiarism.

Any instance of plagiarism will result in failure of the course and may result in dismissal from UST. Ignorance is no excuse; if you remain uncertain about the guidelines for using and citing source material after these issues are addressed, you should seek input from the instructor.

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<tr>
<th>Technology Requirements and Guidelines</th>
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| This course relies heavily on Blackboard 9, which is best viewed in the Firefox or Chrome browser. (A free download can be obtained at [www.firefox.com](http://www.firefox.com) or [www.google.com/chrome](http://www.google.com/chrome).) Please familiarize yourself with Blackboard through the tutorial (in the Start Here! menu).

Additional information about technology requirements, skills, and Netiquette can be found on the Start Here! page in Blackboard.

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<tr>
<th>Use of UST email accounts</th>
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| You are encouraged to use your UST email account. The instructor may send messages through BlackBoard, which uses your UST address. If you have linked your UST account to another account, be sure to periodically clean out your UST mailbox so that it doesn’t become overloaded (which can prevent you from receiving new emails).

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<tr>
<th>Instructor availability</th>
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| The instructor will be available for consultation during office hours and during scheduled appointments. It is strongly recommended you not wait until too late in the course before seeking guidance. Please come prepared with questions so that the consultation time can be spent effectively.

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<tr>
<th>Language diversity</th>
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| The University of St. Thomas values the ability to speak more than one language. The Master’s programs at UST are especially sensitive to issues of language diversity. The instructor is available to meet with you if you need help with written English. In addition, computer support is available if you need additional review of English fundamentals.

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<thead>
<tr>
<th>Attendance and Participation</th>
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| • Students are expected to attend **ALL** class sessions and participate in all class discussions in a professional manner. Any unprofessional behavior will result in points being
- A student may be administratively withdrawn if he or she misses one class. Please keep the instructor informed of any emergency circumstances before an absence occurs.
- Students are expected to arrive to class on time and to remain in class throughout the entire class period. More than one late arrival and/or early dismissal will result in 4 points per late arrival/early dismissal being deducted from the final grade.

The highest grade a student may receive for the course when absent from one class is a B+.

| Use of personal technology devices | Cell phones and other electronic devices must be turned off during class. Any student who may need to take a call because of an emergency should alert the professor before class, keep the phone on vibrate, and step out to take the call. Laptops are permitted for note-taking. Use of laptops for any other reason (e.g., email, chatting, surfing the web) is unacceptable. Academic penalties will occur at the professor’s discretion. |

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<thead>
<tr>
<th>Learning Module</th>
<th>Day/Date</th>
<th>Instructional Focus</th>
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**Course Outline:**

TEXTBOOK CHAPTER 5: Chapter 5 will be covered throughout the modules on Student Disabilities and will be denoted in the learning modules in the course.

OTHER ASSIGNED READINGS: Be sure to check Course Documents for each Learning Module and do any assigned reading as listed.

ANNOUNCEMENTS: The instructor makes use of the “Announcements” feature of Blackboard. Please check it often.

<table>
<thead>
<tr>
<th>Orientation</th>
<th>5/31</th>
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| 1. Read the syllabus in its entirety.  
2. Watch the Introduction to the Course Video  
3. Take the Orientation Quiz  
4. Complete Discussion Board: Introduce Yourself |

| LM1 |  
| Essex, read Chapter 1 (Legal Framework Affecting Public Schools)  
| Essex, read Chapter 5 (Individuals with Disabilities) pages 128-138  
| Review Lecture  
| Review the C-SPAN video on The Supreme Court  
| Familiarize yourself with the Supreme Court website  
| Complete the Self-Assessment Quiz |

| LM2 |  
| Essex, read Chapter 2 (Religion and the Public Schools)  
| Essex, read Chapter 5 (Individuals with Disabilities) pages 139-157  
| Review lecture presentation  
| View video entitled "Constitution Lecture 9: Separation of Church and State"  
| Access and review U.S. Dept. of Ed. website  
| Complete the Self-Assessment on Chapter 2 |

| LM3 |  
| Essex, read Chapter 3 (Students, The Law and Public Schools),  
| Review lecture presentation  
| Review video on cheerleaders Bible banner case  
| Review 504 materials  
| Complete Short Paper 1 – Code of Conduct  
| Complete Case Study 1  
| Chapter 3 Self-Assessment |

| LM4 |  
| Essex, read Chapter 4 (National Security and School Safety)  
| Review lecture presentation  
<p>| Access and review listed websites for Discussion Board 1 |</p>
<table>
<thead>
<tr>
<th>Module</th>
<th>Tasks</th>
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</table>
| LM5    | 1. Essex, read Chapter 6, (School Personnel and School District Liability),  
2. Review lecture presentations  
3. Review Special Education and IEP Process  
4. Chapter 6 Self-Assessment |
| LM6    | 1. Essex, read Chapter 7 (Liability and Students Records)  
2. Review lecture presentation  
3. Short Paper 2 - (FERPA)  
4. Review Special Education and FERPA presentations  
5. Discussion Board 3  
6. Review Special Education Case Studies  
7. Chapter 7 Self-Assessment |
| LM7    | Skip Module |
| LM8    | 1. Essex, read Chapter 8 (Teacher Freedoms)  
2. Review lecture presentations  
3. Participate in Discussion Board 4  
4. Post draft and review group peers' Law Research Paper  
5. Complete Chapter 8 Self-assessment |
| LM9    | 1. Essex, read Chapter 9 (Discrimination in Employment)  
2. Review lecture presentation  
3. Complete the Self-Assessment on Chapter 9 |
| LM10   | 1. Essex, read Chapter 10 (Recruitment, Tenure, Dismissal and Due Process)  
2. Review lecture presentations  
3. Complete Short Paper 3 (Lifestyle Rights)  
4. Complete Chapter 10 Self-assessment |
| LM11   | 1. Essex, read Chapter 11 (The Instructional Program)  
2. Review lecture presentations  
3. Complete Case Study #2  
4. Complete Chapter 11 Self-Assessment |
| LM12   | 1. Essex, read Chapter 12 (School Desegregation)  
2. Review lecture presentations |
|       | 6/19   | 6/21   | 3. Submit Short Paper 4: (Desegregation)  
|       |        |        | 4. Submit School Law Major Research Paper  
|       |        |        | 5. Complete Chapter 12 Self-assessment  
| LM13  |        |        | 1. Essex, read Chapter 13 (School Finance)  
|       |        |        | 2. Review lecture presentations  
|       |        |        | 3. Complete Chapter 13 Self-assessment  
| LM14  | 6/26 – 6/28 | Students will take the final exam on Blackboard in one two hour and 45 minute sitting between Friday and Sunday of this week. Information about the final and the final itself are found in Course Documents in Blackboard. |