## School of Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
</tr>
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<tbody>
<tr>
<td>Semester</td>
<td>Name</td>
</tr>
<tr>
<td>Summer 2016</td>
<td>Brian Malechuk, Ed.D.</td>
</tr>
<tr>
<td>Number</td>
<td>Telephone</td>
</tr>
<tr>
<td>EDUC 5391</td>
<td>713-907-3929</td>
</tr>
<tr>
<td>Title</td>
<td>Email</td>
</tr>
<tr>
<td>School Law</td>
<td><a href="mailto:malechb@stthom.edu">malechb@stthom.edu</a></td>
</tr>
<tr>
<td>Section</td>
<td>Office Hours</td>
</tr>
<tr>
<td>1379</td>
<td>M-F: 5:00 to 9:00</td>
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<td></td>
<td>Weekends: 1:00 to 5:00 p.m.</td>
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## Prerequisites

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<tr>
<td>Other Reading</td>
<td>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.</td>
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**Course Description**

This online 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 |
| 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 email account through Webmail, options, settings, and message forwarding. Online assignments will be due by 11:59 pm of the day listed. |
| 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:

<table>
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<tr>
<th>Competency 003</th>
<th>The principal knows how to act with integrity, fairness, and in an ethical and legal manner.</th>
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<tr>
<td>Competency 008</td>
<td>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.</td>
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<tr>
<td>Competency 009</td>
<td>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.</td>
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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
Two examinations will be given. The midterm and final will include both true-false and essay questions. These will be open book-open note tests. Both the midterm and final will be taken online, using Blackboard. A window of three days will be given during which the tests may be taken in one sitting. Each test will have a time limit of two hours and 45 minutes.

Short Paper Requirements: Six 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. Small groups of three to five students will be formed for discussions for wikis. Discussions topics are listed with each Discussion Board in Blackboard.

Two Major Papers: One research paper of 5 to 7 pages will be written about a major school law topic. Directions are found in Course Information. One Special Education Paper located in LM13 and Discussion Board 6 for directions with a project rubric.

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.

Grade Grade Points Numeric Range Set by Instructor
A  4.0  95 - 100
A-  3.7  90 – 94
B+  3.3  88 - 89
B  3.0  83 - 87
B-  2.7  80 - 82
C+  2.3  78 - 79
C  2.0  73 - 77
C-  1.7  70 - 72
D+  1.3  68 - 69
D  1.0  63 - 67
F  0.0  Below 67

Grading:
Major assignments, due dates, and percentages of course grade

1. Discussion Boards (20%)
2. Short Papers (20%)
   - Short Paper 1 – due
   - Short Paper 2 – due
   - Short Paper 3 – due
   - Short Paper 4 – due
   - Short Paper 5 – due
3. Midterm (15%)
4. Final (15%)
5. Special Education Project (10%) – due
6. Research Paper (15%) – due
7. Participation in group wikis (5%)

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. Five 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.

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, 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.
### Student Learner Expectations

**Participation**—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.

**Writing Quality**—Writing skills are expected to be at a graduate school level.

### Student Accommodations

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.

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.

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.

### Professional Standards of Behavior for Students and Faculty
| Academic integrity | Master’s-level students in the School of Education demonstrate 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. |
| Technology Requirements and Guidelines | 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. |
## Use of UST email accounts
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).

## Instructor availability
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.

## Language diversity
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>Learning Module</th>
<th>Day/Date</th>
<th>Instructional Focus</th>
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<tbody>
<tr>
<td><strong>Course Outline:</strong></td>
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<tr>
<td><strong>TEXTBOOK CHAPTER 5:</strong> Chapter 5 will be covered throughout the modules on Student Disabilities and will be denoted in the learning modules in the course.</td>
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<tr>
<td><strong>OTHER ASSIGNED READINGS:</strong> Be sure to check Course Documents for each Learning Module and do any assigned reading as listed.</td>
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<tr>
<td><strong>ANNOUNCEMENTS:</strong> The instructor makes use of the “Announcements” feature of Blackboard. Please check it often.</td>
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| Orientation  | May 31 to June 5, 2016 | 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         | May 31st to June 5, 2016 | 1. Essex, read Chapter 1 (Legal Framework Affecting Public Schools)  
2. Essex, read Chapter 5 (Individuals with Disabilities) pages 128-138  
3. Review Lecture  
4. Review the C-SPAN video on The Supreme Court  
5. Familiarize yourself with the Supreme Court website  
6. Complete the Self-Assessment Quiz |
| LM2         | May 31st to June 5, 2016 | 1. Essex, read Chapter 2 (Religion and the Public Schools)  
2. Essex, read Chapter 5 (Individuals with Disabilities) pages 139-157  
3. Review lecture presentation  
4. View video entitled "Constitution Lecture 9: Separation of Church and State"  
5. Access and review U.S. Dept. of Ed. website  
6. Participate in Group Wiki: Letter to Parent  
7. Participate in Discussion Board 1A: Special Education  
8. Complete the Self-Assessment on Chapter 2 |
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<tr>
<th>Week</th>
<th>Dates</th>
<th>Assignments</th>
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| LM3  | June 6-12, 2016 | 1. Essex, read Chapter 3 (Students, The Law and Public Schools),  
2. Review lecture presentation  
3. Short Paper 1- Student Demonstrations—See Course Information for directions  
4. Review video on cheerleaders Bible banner case  
5. Participate in Group Wiki on the above case  
6. Review 504 materials  
7. Participate in Discussion Board 1B-Section 504 and Fifth Circuit of Appeals  
8. Chapter 3 Self-Assessment |
| LM4  | June 6-12, 2016 | 1. Essex, read Chapter 4 (National Security and School Safety)  
2. Review lecture presentation  
3. Access and review listed websites for Discussion Board 2  
4. Complete Discussion Board 2: Bullying  
5. Review special education presentation  
6. Complete Discussion Board 2A: Special Education Discipline  
7. Chapter 4 Self-assessment |
| LM5  | June 13-19, 2016 | 1. Essex, read Chapter 6, (School Personnel and School District Liability),  
2. Review lecture presentations  
3. Complete Discussion Board 3  
4. Review Special Education and IEP Process  
5. Chapter 6 Self-Assessment |
<table>
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<tr>
<th>Week</th>
<th>Dates</th>
<th>Tasks</th>
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| LM6  | June 20-26, 2016 | 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 3A  
6. Review Special Education Case Studies  
7. Discussion Board 3B  
8. Chapter 7 Self-Assessment |
| LM7  | June 27-July 2, 2016 | Students will take the midterm on Blackboard in one, two hour and 45 minute sitting anytime within a three day window from Friday through Sunday of this week. Information about the midterm and the midterm itself are found in Course Documents of Blackboard. |
| LM8  | July 2-10, 2016 | 1. Essex, read Chapter 8 (Teacher Freedoms)  
2. Review lecture presentations  
3. Participate in Discussion Board 4  
4. Complete Chapter 8 Self-assessment |
| LM9  | July 11-17, 2016 | 1. Essex, read Chapter 9 (Discrimination in Employment)  
2. Review lecture presentation  
3. Short Paper 3 (FMLA)  
4. Participate in Discussion Board 5  
5. Complete the Self-Assessment on Chapter 9 |
| LM10 | July 18-24, 2016 | 1. Essex, read Chapter 10 (Recruitment, Tenure, Dismissal and Due Process)  
2. Review lecture presentations  
3. Post draft and review group peers' Law Research Paper  
4. Complete Short Paper 4 (Lifestyle Rights)  
5. Complete Chapter 10 Self-assessment |
|------|----------------|--------------------------------------------------------------------------------|
| LM11 | July 25-31, 2016 | 1. Essex, read Chapter 11 (The Instruc-tional Program)  
2. Review lecture presentations  
3. Participate in Small Group Wiki 3  
4. Complete Chapter 11 Self-Assessment |
| LM12 | July 25-31, 2016 | 1. Essex, read Chapter 12 (School Desegregation)  
2. Review lecture presentations  
3. Submit Short Paper 5: (Desegregation)  
4. Submit School Law Major Research Pa-per  
5. Complete Chapter 12 Self-assessment |
| LM13 | August 1-6, 2016 | 1. Essex, read Chapter 13 (School Finance)  
2. Review lecture presentations  
3. Complete Short Paper 6 (Texas School Finance)  
4. Special Education Final Project: Dis- cussion Board 6  
5. Complete Chapter 13 Self-assessment |
| LM14 | August 1-6, 2016 | 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. |