



Department	Educational Leadership and Research Methodology
College	Education

UGPC Approval _____
 UFS Approval _____
 SCNS Submittal _____
 Confirmed _____
 Banner _____
 Catalog _____

Current Course Prefix and Number	EDA6232	Current Course Title	Law and Policy
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Syllabus must be attached for ANY changes to current course details. See [Guidelines](#). Please consult and list departments that may be affected by the changes; attach documentation.

Change title to:

Change description to:

Change prefix

From: **To:**

Change prerequisites/minimum grades to:

Change course number

Remove pre-requisite

From: **To:**

Change credits*

Change corequisites to:

From: **To:**

Remove co-requisite

Change grading

From: **To:**

Change registration controls to:

Academic Service Learning (ASL) **

Add Remove

* Review Provost Memorandum

* Academic Service Learning statement must be indicated in syllabus and approval attached to this form.

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.

Effective Term/Year for Changes:	Spring 2023
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Terminate course? Effective Term/Year for Termination:

Faculty Contact/Email/Phone Dr. Daniel Reyes-Guerra

Approved by

Date _____

Department Chair

College Curriculum Chair

College Dean

UGPC Chair

UGC Chair

Graduate College Dean

UFS President

Provost

ate 5/11/22

9/30/2022

10/3/2022

Oct 13, 2022

Oct 13, 2022

Oct 17, 2022

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

COURSE NUMBER: EDA 6232

COURSE TITLE: Practical School Law

CATALOG DESCRIPTION

The course focuses on the practical aspects and applications of constitutional, statutory, and case law relating to education, with particular emphasis on Florida and the law and policy implications and processes related to school leadership.

INSTRUCTOR INFORMATION

COURSE INFORMATION/LOGISTICS

REQUIRED TEXTS/MATERIALS

- 1) Imber et al. (2013). *Education law* (5th ed.). Routledge.

REQUIRED WEBSITES AND ELECTRONIC SOURCES

ASCD Smartbrief: In addition to the required texts above, students must be subscribed on-line to the *ASCD Smartbrief* (<http://www.smartbrief.com/ascd/>) which is a daily service providing summaries and links to major education stories on curriculum, professional development, leadership, emerging technologies, policy, and news from the field.

myfau: To find out your FAUNet ID go to <http://accounts.fau.edu> (Enter your social security number and PIN). Your initial password for your account is your PIN (PIN by default is set to 2 zeros followed by the 2-digit-day and 2-digit year of birth). You are expected to check your email on a regular basis.

Library Information: All students are expected to have online access to the University Library. Through the FAU Libraries, you can access full-text articles from hundreds of electronic journals. Go to the FAU Libraries home page and click on Off-site connect (EZ Proxy). For an introduction, go to: <http://www.library.fau.edu.ezproxy.fau.edu/depts/ref/start.htm>. You can access the Libraries using your FAU NetID and Password.

Canvas: This course is assisted electronically by Canvas which is found at: <http://canvas.fau.edu>. To access Canvas, use your student username which is your FAUNet ID. To find out your FAUNet ID go to <http://accounts.fau.edu> (Enter your social security number and PIN). Your initial password for Canvas is your PIN (PIN by default is set to 2 zeros followed

by the 2-digit-day and 2-digit year of birth). You are expected to check your email and Canvas on a regular basis. All course materials, readings, assignments, and other information is available to students on Canvas <http://canvas.fau.edu>. To access Canvas, use your student username which is your FAUNet ID. To find out your FAUNet ID go to <http://accounts.fau.edu> (Enter your social security number and PIN). Your initial password for Canvas is your PIN (PIN by default is set to 2 zeros followed by the 2-digit-day and 2-digit year of birth). You are expected to check your email and Canvas on a regular basis. All course materials, readings, assignments, and other information is available to students on Canvas.

LiveText: Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account one week before the first meeting of the class. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <https://www.fau.edu/education/students/livetext/>

APA Writing/Citing Style Requirements

Every assignment in this course is expected to be completed by using the APA style unless otherwise indicated by the instructor. Failure to employ the APA style may lead to grade deduction or assignment repudiation. Please visit <http://www.apastyle.org/> for tutorials and more information about complete guides.

STANDARDS & GUIDELINES USED FOR DEVELOPING COURSE OBJECTIVES

Florida Educational Leadership Examination (FELE): 2.2.6., 2.4.1., 3.4.1., 3.4.2., 3.4.3.
Florida Principal Leadership Standards (FPLS): 2.5.c, 2.5.e, 3.6.b, 3.9.g., 4.10.a., 4.10.c.

THE CONCEPTUAL FRAMEWORK

Florida Atlantic University Principal Partnership Programs

OUR MISSION

The IDEAL School Leaders' Master's Degree Program develops, implements, and improves the professional learning of school leaders to provide the best public and private education for students, families, and the community.

VISION

We will be widely recognized as a leading school leadership professional learning program locally, nationally, and internationally, developing the strongest school leaders and leadership teams to lead and transform schools into model learning organizations.

School Leader Profile – Core Values and Beliefs

We believe that the following descriptions, values, and beliefs will enable school leaders and those they influence to be fulfilled in their own personal ambitions, to be productive contributors to the economy, and to be democratic citizens for a vibrant national community. Our commitment to the public good is what makes school leadership different conceptually and in practice from other organizations and governmental agencies.

We believe that our purpose is to prepare leaders to create a healthy, sustainable, and regenerative society for present and future generations.

- **Leader of Leaders and Learning**– school leaders who are committed to a vision of leadership that is instructional, collaborative, distributed, data-informed, research-based, ethical, entrepreneurial, developmental, complementary, innovative, and courageous. They understand that leadership is most effective when it is shared and focused on developing leadership capacity within schools and school systems. They are lead learners whose leadership requires the ability to use pedagogy and andragogy in facilitating the learning of everyone in the school and its community.
- **Reflective Practitioners** – school leaders who are reflective practitioners with a world view to create dynamic learning environments as well as organizational and operational systems where everyone engages in ongoing reflective and critical inquiry to inform action. They accept critical feedback to develop the personal insight necessary to increase their leadership attributes and skills. They are strategic and systems thinkers with a growth mindset.
- **Transformative Decision-Makers** – school leaders who recognize that their leadership is a transformative and political process to bring about positive change in the pursuit of a better society and world. They understand and demonstrate the capability to evaluate the moral and legal consequences of decisions and make their choices based on the goal of maximizing student learning through the values of social justice and democratic community.
- **Relationship Builders** – school leaders who are adept at building positive relationships. They are culturally competent leaders who treat each individual with civility, empathy, respect, and forthrightness while holding high expectations for everyone who contributes to the learning organization they strive to consistently improve. They build external relationships with families, community members, and community organizations to strengthen the school programs they lead.
- **Visionaries with High Expectations** - school leaders who communicate and create a shared vision that inspires high expectations for their own performance, as well as for the performance of all others in the school. They embrace accountability and give feedback as tools for continuous improvement while remaining focused on student learning as a priority. They are passionate leaders who persevere and challenge the status quo.

**Florida Atlantic University College of Education
Conceptual Framework**

As educational leaders, we believe that leaders who possess a world view make a significant difference in their own performance and that of their organizations when that view is applied locally to shape policy, programs, and practice. We will strive to prepare and support educational leaders who: (a) create dynamic learning environments where people engage in ongoing reflective and critical self-inquiry as a prelude to action; (b) recognize that educational leadership is a transformative and political process to bring about positive change; (c) create high-performing, results-oriented organizations; and (d) engage their organizations and communities in the pursuit of a better world.

As a community of scholars, we value the discovery, investigation and application of research methodologies, traditional and innovative. We support student and faculty inquiry: rigorous interdisciplinary research leading to theory-building and enhancement of teaching, learning, and the practice of leadership. We will foster engagement with schools, colleges and universities, governmental and community organizations, public and private.

As ethical and informed leaders, we value leadership that is socially responsible, upholds high ethical standards, and embraces diversity of ideas and individuals. We believe in creating a collegial community where all members are expected to treat each individual with civility, empathy, respect, fairness, and forthrightness. We believe that our purpose is to prepare aspiring leaders to create a healthy, sustainable and regenerative society for present and future generations.

As a community of learners, we believe that lifelong learning for faculty and students is the basic foundation for and the essential outcome of our Educational Leadership program. We will strive to preserve and strengthen an equitable, stimulating, and productive learning community in which faculty and students collaboratively engage in active learning and inquiry and invest in one another's growth and development. We will seek to prepare educational leaders who are skilled in developing vigorous learning communities in their workplaces.

OVERARCHING GOALS & COMPETENCIES

Curriculum Goals: Students will be able to:

1. Reflect on leadership improvement and decision-making strategies for improved student learning. Synthesize the concepts learned in the course and reflect on the impact they have on their learning and leadership growth.
2. Understand the interconnection of organizational systems relevant to the context of the course concepts, and the processes needed to support student and adult learning.
3. Understand social justice, equity, and bias in the context of course concepts.
4. Understand the change process and its impact on school improvement relevant to the context of the course concepts and the systems needed to support student and adult learning.

Competencies: Program graduates shape their schools and communities' present and future through their demonstrated capacity to:

1. Demonstrate continuous personal leadership growth through reflective practice.

2. Demonstrate the leadership expertise and decision-making strategies needed to improve authentic student and adult learning, and foster a dynamic, purposeful learning organization.
3. Model the principles of - and advocate for - social justice, equity, and inclusion in their schools and communities.
4. Effectively lead and manage the interconnected organizational systems, processes, and people needed to support authentic student and adult learning, and a dynamic, purposeful community.
5. Design, implement, and sustain change processes that ensure school improvement initiatives support authentic student and adult learning.

COURSE OBJECTIVES

The learners will:

1. Examine and apply education law principles in various areas including student and teacher rights, employment, liability, special education, equality and discrimination, English language learners and immigrant students, and finance.
 - a. Understand various legal frameworks that govern the above areas
 - b. Reflect on and apply these frameworks via hypothetical situations
 - c. Consider the implications that the law has for schools, school leaders, teachers, and students
2. Examine and apply ethical standards applicable to Florida educators.
3. Experience and apply legal reasoning.
 - a. Develop an understanding of the legal system, the system of precedent, and legal decision making
4. Consider the impact of law on schools and students.
 - a. Discuss the differences between legal requirements and what is best for students
 - b. Examine the ways in which law influences educational practice and the distribution of resources
5. Identify the connections between the legal frameworks examined in the course and school leadership.

CONTENT OUTLINE

The following section lists the course topics, divided into modules (class meetings), with their standards, learning goals, and objectives. This is a brief overview of each module.

Module 1: Legal Frameworks and Shared Authority
Standards for this Module: Florida Educational Leadership Examination (FELE): 3.4.1., 3.4.2., 3.4.3. Florida Principal Leadership Standards (FPLS): 2.5.c, 3.6.b, 3.9.g., 4.10.c.
Goals / Objectives: Students will... <ol style="list-style-type: none"> 1. Learn about course logistics 2. Establish class norms 3. Examine the legal frameworks that make up education law (constitutional, statutory, etc.) 4. Experience and apply legal reasoning

5. Understand the system of shared authority over education (parents and the State) and consider the implications for schooling today
6. Understand the respective roles of federal, state, and district governments, including courts
7. Learn and apply legal principles governing religion and public education (Establishment)
8. Present central legal cases dealing with religion in public schools
9. Reflect on the school leadership implications of what was learned

Unit	Topic	Reading
Unit 1	Intro/Legal System Overview	Chapter 1
Unit 2	Constitutional Framework; Control of Education (Parents v. State)	Chapter Two (pp. 12-39)
Unit 3	Local/District v. State v. Federal Governments; First Amendment: Religion/Establishment	Chapter Three (51-87, 91-97)

Module 2: Constitutional Rights of Students: Speech, Due Process, Privacy

Standards for this Module:

Florida Educational Leadership Examination (FELE): 3.4.1., 3.4.2., 3.4.3.

Florida Principal Leadership Standards (FPLS): 2.5.c, 2.5.e, 3.6.b, 3.9.g., 4.10.a., 4.10.c.

Goals / Objectives: Students will...

1. Understand the legal framework that governs student expression
 - a. Apply the expression framework to a hypothetical involving speech related to homosexuality
2. Examine the issues regarding the use of facilities by student groups and outside groups
3. Examine how courts have applied the expression framework to online speech, including "cyberbullying"
4. Understand and apply the legal principles that govern student privacy at school (Fourth Amendment; searches; drug testing)
5. Understand and apply the legal framework that applies procedural due process to the context of student discipline
 - a. Understand what procedures must be provided
 - b. Examine issues related to zero tolerance and due process
6. Reflect on the school leadership implications of what was learned

Unit	Topic	Reading
Unit 4	Student Free Speech Rights	Chapter Three (87-90) and Four (pp. 98-103, 119-132, 103-118 and 133-148)
Unit 5	Rights and Student Discipline	Chapter Five

Module 3: Diverse Populations, Diverse Needs

Standards for this Module:

Florida Educational Leadership Examination (FELE): 2.2.6., 3.4.1., 3.4.2., 3.4.3.

Florida Principal Leadership Standards (FPLS): 2.5.c, 2.5.e, 3.6.b, 3.9.g., 4.10.a., 4.10.c.

Goals / Objectives: Students will...

1. Understand and apply the framework (constitutional, statutory) for equal protection (discrimination and race, gender, etc.)
2. Understand and apply the framework for Title IX damages liability for sexual harassment of students

3. Understand the rights of immigrant students and English language learners nationally and in Florida
4. Apply immigrant rights framework to hypothetical involving immigrant student
5. Understand the legal framework that governs special education
6. Present landmark cases related to special education
7. Apply special education law to hypothetical involving student with special needs
8. Examine the differences between IDEA and Section 504
9. Reflect on the school leadership implications of what was learned

Unit	Topic	Reading
Unit 6	Equal Educational Opportunity—Equal Protection, Race, and Gender	Chapter Six (except 243-251)
Unit 7	English Language Learners	Chapter Six (243-251)
Unit 8	Special Education	Chapter Seven (except Rowley); Endrew F.

Module 4: Teachers and Employment I

Standards for this Module:

Florida Educational Leadership Examination (FELE): 2.2.6., 2.4.1., 3.4.1., 3.4.2., 3.4.3.

Florida Principal Leadership Standards (FPLS): 2.5.c, 2.5.e, 3.6.b, 3.9.g., 4.10.a., 4.10.c.

Goals / Objectives: Students will...

1. Understand and apply the framework that establishes and governs the constitutional rights of teachers (free speech, academic freedom, due process, workplace searches)
2. Understand the Code of Ethics for Teachers and Administrators
3. Understand the Principles of Professional Conduct for Educators
4. Review the collective bargaining unit process in the state of Florida
5. Examine the elements of federal and state labor statutes
6. Learn the difference between collective bargaining groups and meet & confer groups
7. Reflect on the school leadership implications of what was learned

Unit	Topic	Reading
Unit 9	Constitutional Rights of Teachers	Chapter Nine
Unit 10	Ethics (Teachers and Leaders)	N/A
Unit 11	Unions and Contracts	Chapter Eleven

Module 5: Teachers and Employment II, Liability

Standards for this Module:

Florida Educational Leadership Examination (FELE): 2.2.6., 2.4.1., 3.4.1., 3.4.2., 3.4.3.

Florida Principal Leadership Standards (FPLS): 2.5.c, 2.5.e, 3.6.b, 3.9.g., 4.10.a., 4.10.c.

Goals / Objectives: Students will...

1. Understand the issues surrounding hiring, discipline and retention of teachers and other instructional and non-instruction employees.
 - a. Examine the legal factors for dismissal in the State of Florida
 - b. Examine the seven deadly sins – Florida Education Code
 - c. Examine the Federal & State Employment laws of governing employer decision for hiring, termination and discipline
2. Understand the legal aspects of teacher evaluation
3. Reflect on the school leadership implications of what was learned
4. Understand school district and employee liability for intentional acts and negligence

Unit	Topic	Reading
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Unit 12	Teacher Employment and Employee Discipline	Chapter Ten
Unit 13	Teacher Evaluation	N/A
Unit 14	Torts and Liability	Chapter Twelve
Module 6: Finance and Review		
Standards for this Module:		
Florida Educational Leadership Examination (FELE): 2.2.6., 3.4.1., 3.4.2., 3.4.3.		
Florida Principal Leadership Standards (FPLS): 2.5.c, 2.5.c, 3.6.b, 3.9.g., 4.10.a., 4.10.c.		
Goals / Objectives: Students will...		
<ol style="list-style-type: none"> 1. Understand the legal framework for funding public education 2. Examine the basis for challenges to school funding equity 3. Examine the Florida public school funding scheme 4. Review course content 5. Reflect on the school leadership implications of what was learned 		
Unit	Topic	Reading
Unit 15	Finance and (In)equity	Chapter Eight, 291-309 and 317-321
Unit 16	Review	N/A

COURSE REQUIREMENTS

Students may earn up to 100 points based on the following four components of the course.

1) Preparation (30 points) (Evaluated through quick quizzes during class.)

Reading for class is critical in this course. You are going to be learning language, concepts, and ways of thinking that are foreign to many of you. To encourage thorough preparation and gauge your level of preparation, starting in week **ONE**, each unit (except for units 1, 2, 10, 11, and 13) will start with a quick quiz. The questions usually will ask you about the legal opinions in the readings for that unit. We will have eleven quizzes (for units 3, 4, 5, 6, 7, 8, 9, 11, 12, 14, and 15) but your lowest quiz will be dropped. The 10 highest quizzes together are worth 30 points or 3 points for each.

Please note: I do not expect you to understand everything that you have read before you come to class. That's what class is for, developing that understanding. These quizzes are designed to measure whether you have done the readings and to get us oriented towards the topic. They are not designed to measure your deep understanding of the material. Anyone who has done the reading for that unit (in an engaged manner—skimming doesn't count) should be able to get a good score on these quizzes.

2) Participation (20 points)

Students are expected to participate actively in class discussions and activities.

Topic	Exemplary (20 – 18)	Satisfactory (17 – 12)	Emerging (11- 4)	Unsatisfactory (3 or fewer pts).	No Attempt	Total Possible Pts

This criterion is linked to a Learning Outcome Preparation	Fully prepared shows evidence of readings and presentations. (6.0 – 5.0 pts)	Mostly prepared, shows evidence of some readings and some presentations. (4.0 – 3.0 pts)	Minimally prepared, shows little evidence of readings and presentations. (2.0 - 1.0 pts)	Not prepared, does not show evidence of readings and presentations. (0.0 pts)	(0.0 pts)	6.0 pts
This criterion is linked to a Learning Outcome Group Participation	Fully engaged in group activity, works with team to produce a high-quality product, supports all team members in the work. (6.0 – 5.0 pts)	Somewhat engaged in group activity, works with team, the group product is satisfactory, supports some team members in the work. (4.0 - 3.0 pts)	Minimally engaged in group activity, works with team some of the time, the group product is minimally acceptable, supports some team members in the work. (2.0 - 1.0 pts)	Not engaged in group activity, works with team only some of the time, the group product is not acceptable, hinders the work of the group. (0.0 pts)	(0.0 pts)	6.0 pts
This criterion is linked to a Learning Outcome Class Discussions	Actively and respectfully listens to others and builds on comments, without dominating the conversation. Using references to readings, presentations, as well as makes connections to experience. (4.0 pts)	Listens to others respectfully and sometimes builds on comments. Sometimes is quiet or dominates conversation. Sometimes uses references to readings, presentations, as well as makes connections to experience. (3..0 pts)	Listens to others respectfully sometimes but does not build on comments. Overly quiet or overly dominant in conversation. Uses limited references to readings, presentations, as well as makes connections to experience. (2.0 - 1.0 pts)	Does not listen to others respectfully and does not build on comments. Overly quiet or overly dominant in conversation. Does not use references to readings, presentations, or connections to experience. (0.0 pts)	(0.0 pts)	4.0 pts

This criterion is linked to a Learning Outcome Punctuality	On time and ready to work prior to the beginning of class and at the termination of all breaks, always in attendance at class. (4.0 pts)	On time and ready to work prior to the beginning of class but is sometimes late at the termination of all breaks, always in attendance at class. (3.0 pts)	Late to class at least once and sometimes late at the termination of breaks, always in attendance at class. (2.0 - 1.0 pts)	Late to class more than once and sometimes late at the termination of breaks, misses a day of class. (0.0 pts)	(0.0 pts)	4.0 pts
Total Possible Points:						20

3) Online learning reflections (20 points; 4 points each reflection)

Completed during weeks 2, 3, 4, 5, and 6. The learning reflections will be submitted electronically on Canvas. The reflections are used to support the development of your ability to reflect on and analyze school law. Each entry should contain student reflections on the activities and exercises contained within the material assigned and used in the course during the preceding week and, where applicable, previous weeks. In developing reflections, focus on the question "What have I learned this week?" In addition, make connections between what was learned from readings and discussions in class, your experience as an educator, and your future practice as a school leader.

Each reflection must be 3-4 pages typed double-spaced. When referring to the course textbook, please include a page number. When referencing other course materials (notes, powerpoint slides, etc.), identify the materials and date (e.g., slide 5, 02/13/18). You may use outside sources to support your argument but this is not required. Reflections will be graded based on the following rubric:

Topic	Exemplary (4 points)	Satisfactory (3 points)	Emerging (2 points)	Unsatisfactory (1 point)	No Attempt (0 points)
Synthesis of Learning - Synthesis of information related to the topic.	Provides a thorough synthesis of information related to the concepts presented in class.	Provides a basic synthesis of information related to the concepts presented in class.	Provides a limited synthesis of information related to the concepts presented in class.	Does not synthesize the information related to the concepts presented in class.	The student did not submit the assignment.
Personal Reflection – First Person writing	Provides a meaningful personal connection to the readings, presentations, learning activities and demonstrates a deep personal understanding of the topic.	Provides a basic personal connection to the readings, presentations, learning activities and demonstrates a basic personal understanding of the topic.	Provides a limited personal connection to the readings, presentations, learning activities and demonstrates a limited personal understanding of the topic.	Does not make a personal connection to the readings, presentations, learning activities and does not demonstrate a personal understanding of the topic.	The student did not submit the assignment.

FAU PPI Writing Rubric: Content and structure, organization and structure, format and references, and mechanics	<ul style="list-style-type: none"> •The student uses clear and persuasive communication. •The student provides organized and structured writing. •The student uses appropriate formatting following the APA style. •The student uses professional quality vocabulary, grammar, punctuation, and spelling. 	<ul style="list-style-type: none"> •The student uses somewhat clear and persuasive communication. •The student provides a somewhat organized and structured writing. •The student uses most elements of formatting following the APA style. •The student uses somewhat professional quality vocabulary, with no more than two grammar, punctuation, and/or spelling mistakes. 	<ul style="list-style-type: none"> •The student uses beginning levels of clear and persuasive communication. •The student provides a beginning level of organized and structured writing. •The student uses limited elements of formatting following the APA style. •The student uses beginning level professional quality vocabulary, with no more than three grammar, punctuation, and/or spelling mistakes. 	<ul style="list-style-type: none"> •The student does not use clear and persuasive communication. •The student provides a beginning level of organized and structured writing. •The student uses limited elements of formatting following the APA style. •The student uses beginning level professional quality vocabulary, with no more than three grammar, punctuation, and/or spelling mistakes. 	The student does not submit.
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4) Competency Assessments (30 points; 15 points each):

There are two required Competency Assessments in this course, each of which is worth 15 points. All Competency Assessments submissions must be **uploaded to LiveText and Canvas**. The rubric for each assignment will be discussed in class by the instructor. Students will be assessed on these assignments using a scale of Exemplary, Satisfactory, Emerging, Unsatisfactory and Did Not Attempt. All competency assessments will include an element for master level writing. (See the FAU PPI writing rubric.) **All Competency Assessments must be rated Exemplary or Satisfactory for a student to pass the course.** Refer to the rubrics for assessment criteria.

Competency Assessments will also be scored as part of the grade for this course. All assignments will be turned in online in Canvas, and the critical assignments will be **posted in LiveText**. Completion of all assignments at the Exemplary or Satisfactory level is required to pass the course. **No final grade for the course will be posted until all competency assessments are posted in BOTH LiveText and Canvas.**

COMPETENCY ASSESSMENT #1 – (PAPER & PRESENTATION): 15 POINTS

Students will select one of the following topics and, in a structured paper, do the following:

1. Describe the legal issue and explain why it is important to schools, students, and/or leaders;
2. Present the relevant legal and/or policy framework that governs cases involving the issue. This framework should include the primary constitutional, statutory, and/or case law applicable to the topic. Include a discussion of the historical evolution of the legal framework. For example, if your topic was segregation, you would want to explain how the Supreme Court's interpretation of Equal Protection has changed from "separate but equal" to the *Brown v. Board* case to the *Parents Involved* case.
3. Discuss the legal issue and framework from the perspective of a school leader. What should school leaders keep in mind regarding this issue? How should school leaders handle controversies related to this issue? How should leaders balance the legal requirements reflected in the relevant frameworks while also pursuing the best interests of students in their schools?

You may draw on course materials, academic research, and other legal resources (cases, statutes) in preparing your paper. In addition to preparing a paper, students will prepare and present presentation(s). These presentations will be made during class in 2 parts:

- **Part 1:** You will give a summary of the cases on your topic during your assigned week;
- **Part 2:** You will present additional information and application on your topic during the final class session (week 6). All presentations are to include a PowerPoint, which must be turned in to the instructor on or before Week 6. Presentations are 10 minutes in length with a class question and answer period of 5 minutes.

Example of Topics:

Compulsory Attendance
Religion in Schools
Parental Choice/Non-public schools
Choice Charter Schools
Freedom of Expression
Freedom of Speech as Impacted by social media
Bullying, Cyber-bullying
Students with Disabilities
Student Discipline
Educator/District Liability
Student Privacy, Student Records, FERPA
Instructional or Administrator Employment Rights

Drug Testing
 Use of school facilities
 Student Organizations
 Transgender student issues
 Sexual harassment of employees

You may create your own topic or a subtopic of any of the above, as long as it is approved by your class Professor.

Please adhere to the following dates for conception:

Class 1 Select topic and submit to Professor for approval.

Class 4 Submit outline of topic covering the three major requirements outlined above.

Class 6 Submit final written Paper and PowerPoint Presentation.

School Law Competency Assessment 1 Rubric

ITEM TO BE ASSESSED	EXEMPLARY (15-14)	SATISFACTORY (13-12)	EMERGING (11-10)	UNSATISFACTORY (9 or fewer points)	DID NOT ATTEMPT
FELE 3.4. Knowledge of school legal practices and applications that assure a safe and effective learning environment	Assessed using the criteria below.				
Paper: Summarize the legal issue and explain why it is important for schools, students, and/or leaders.	Legal issue fully described. Author clearly demonstrates the relevance and importance of the topic/issue. (4 pts.)	Legal issue described. Author demonstrates relevance and importance of the topic/issue. (3 pts.)	Legal issue identified but not described and/or author does not demonstrate the relevance and importance of the topic/issue. (2 pts.)	No discernible legal issue identified. (1 pt.)	(0 pts.)

Paper: FELE Skill 3.4.2. Identify state and/or federal guidelines and procedures for maintaining a safe learning environment for the wellbeing of all students.	All elements of the applicable legal and/or policy framework identified and fully explained. (4 pts.)	Most elements of the framework identified and at least partly explained. (3 pts.)	Some elements identified and explained. One or more important elements not identified and/or explained. (2 pts.)	No elements identified and explained. (1 pt.)	(0 pts.)
Paper: Discuss the legal issue and framework from the perspective of a school leader.	Discusses the issue and frameworks in a manner that clearly demonstrates understanding of the issue and framework and its importance. Provides meaningful guidance for school leaders. (4 pts.)	Discusses the issue and frameworks in a manner that demonstrates understanding of the issue and framework and its importance. Provides relevant guidance for school leaders. (3 pts.)	Discusses the issue and frameworks. Provides guidance for school leaders but that guidance may not be appropriate or relevant. (2 pts.)	Does not discuss the issue and framework from the perspective of a school leader and/or does not provide guidance. (1 pt.)	(0 pts.)
Presentation: Present a (8- 10 minutes) PowerPoint to explain and analyze identified legal issue and applicable frameworks.	Creates and presents an appropriate and effective presentation that demonstrates deep understanding of the identified legal issue and applicable frameworks. (3 pts.)	Creates and presents an appropriate presentation that demonstrates understanding of the legal issue and applicable frameworks. (2 pts.)	Creates and presents a presentation that demonstrates some or little understanding of the legal issue and applicable frameworks. (1 pt.)	Creates and presents a presentation that does not demonstrate understanding of the legal issue and applicable frameworks. (0 pts.)	(0 pts.)

COMPETENCY ASSESSMENT 2: 15 POINTS

Read and respond to the following hypothetical situation. In your response, do the following:

1. Present the legal framework that governs conflicts related to teachers' free speech. (25%)
2. Apply that framework to the case and explain whether or not the teacher's free speech rights were violated. Be sure to consider each element of the legal framework. (In other words, even if you think she would lose a First Amendment claim based on one element, be sure to include a discussion of whether she would prevail on the other elements.) (25%)
3. Consider whether or not the way that the school gathered evidence of the teacher's actions violated the teacher's rights under the Fourth Amendment. What legal principles apply to this issue? Explain why you think her rights were or were not violated. (25%)
4. Outline your response to the situation and identify or describe up to five resources that you would draw on to engage faculty in professional learning related to the situation. (25%)

See attached rubric (below) for assessment details.

LeAnn R. had worked as a public school teacher for five years before returning to higher education full-time to complete her master's degree. After finishing her degree, LeAnn returned to classroom teaching in another state. Inspired by all that she had learned about progressive pedagogy and education and social justice, LeAnn decided to turn her teaching experience into a personal research project documenting her efforts to apply what she had learned in graduate school. Soon after starting her job teaching history to ninth and tenth graders, LeAnn came upon the idea of chronicling her experience in a personal, public online blog. Her daily blog entries discussed her classes, her students, and her interactions with school personnel. She strived to keep her entries vague enough to prevent readers from surmising the location and name of her school. She referred to her school as "Suburban High School, U.S.A." and used pseudonyms. She blogged on her personal laptop at home most of the time and occasionally she blogged in her classroom (during free periods and after school) on a laptop computer her school had provided for her use. When she was given the computer, she signed a document that stated that the computer was for "work use."

At first, her job went smoothly. She got along well with the principal and enjoyed her students. A few of her teaching colleagues shared her progressive approach to teaching and she quickly formed a bond with this group. However, her department head and some of her other colleagues were a bit conservative for her tastes (both politically and pedagogically).

After two months, her "progressive teachers" group met with the principal about changing the curriculum. During this meeting, the principal approved the group's request to form a

curriculum reform committee to consider proposing changes for the next school year. (Such changes would have to be approved by either the superintendent or the school board.) In the meantime, the principal gave the group permission to “supplement” the current books with additional materials and she agreed to use some discretionary instructional funds to cover copies and the purchase of some additional books for classroom use.

The group thus began supplementing the curriculum. The supplemental materials attempted to bring in additional perspectives, in particular critical or underrepresented perspectives, on the topics covered in class. Works with a feminist or other critical perspective were especially common. The teachers found it challenging to incorporate these materials into the classes (in part because of the difficulty of finding age appropriate materials) and met weekly to cooperate and share their experiences. Meanwhile, LeAnn continued to blog.

Word of these changes in classroom materials soon spread around the school. In meetings with other teachers and her department head, LeAnn and her colleagues were questioned in what LeAnn perceived to be a dismissive and confrontational manner. Shortly thereafter, LeAnn’s department head went to the principal to complain about the materials. The principal told her that she supported LeAnn and her group. The department head and other conservative teachers then formed their own group and went to the Superintendent and School Board to complain about the “subversive materials” being used in the classes. Word also spread among parents, some of whom objected to the materials. One parent was particularly upset about the amount of time his son was spending on non-European history. Another parent objected to the use of the book “*Girl, Interrupted*”¹ in a freshman English class.

At an open house, some of these parents confronted a few of the teachers in LeAnn’s group, criticizing them for using the materials. At the next School Board meeting, a large group of these parents showed up and two members of the Board demanded that the Superintendent investigate the issue. The next week, the Superintendent met with LeAnn’s principal and, without explanation, the principal resigned the next day. The assistant principal took over on an interim basis. LeAnn soon discovered that the assistant principal was supportive of the conservative teachers and parents. He called each of the progressive teachers into his office and strongly suggested that they refrain from “going outside the curriculum.” (His exact words to each: “I strongly suggest that you refrain from going outside the curriculum. It is your responsibility to teach the curriculum designed by the district.”) The teachers decided to continue using the new materials and, a week later, they were all placed on “probation” for “insubordination” and warned that they could be fired if they continued to use the materials.

Throughout this time, LeAnn was blogging like crazy. It turned out that her year was much more interesting than she had expected! In the excitement, LeAnn began to use more heated language, criticizing the interim principal as “incompetent,” her conservative colleagues as “ignorant”

¹ “*Girl, Interrupted* is a best-selling 1993 memoir by American author Susanna Kaysen, relating her experiences as a young woman in a psychiatric hospital in the 1960s after being diagnosed with borderline personality disorder” (Wikipedia). The book deals with issues related to mental health, the notion of “sanity” versus “insanity,” drug use, and sexuality.

and the conservative parents group as “fascists.” She jokingly described her meeting with the interim principal as “The Inquisition.” About this time, a student happened upon the blog and thought that it might have been about his school. This student showed the blog to his mother, who was not sure if it was about the school but mentioned the blog to the Superintendent. After reviewing the blog, the superintendent concluded that, although the blog was not clearly about “Suburban High School,” there were enough similarities between the blog and events at the school for him to guess that it was about “Suburban.” Angry about the public airing of the controversy and the critical remarks about the teachers and school officials, the Superintendent ordered the IT head to monitor the computer use of the entire staff of “Suburban High School.” The IT head installed a program that monitored and saved every document, email, and posting generated by any computer connected to the school’s network and server. A report was then generated by the program and sent to the Superintendent. In the meantime, word of the blog’s existence spread to much of the student body and numerous students accessed the site. Based on the IT report, the Superintendent identified LeAnn as the blog’s author and fired LeAnn.

Competency Assessment 2 Rubric

ITEM TO BE ASSESSED	EXEMPLARY (15-14)	SATISFACTORY (13-12)	EMERGING (11-10)	UNSATISFACTORY (9 or fewer pts.)	DID NOT ATTEMPT
FELE 3.4.3 Identify legal requirements that ensure compliance with federal and state law as related to the constitutional and statutory rights of students, staff, and parents.	Assessed using the criteria below.				
Teacher speech rights framework	All elements of the teacher speech rights framework identified and explained. (4 pts.)	Most elements identified and explained. (3 pts.)	Some elements identified and explained. (2 pts.)	No elements identified and explained. (1 pt.)	(0 pts.)
Teacher speech rights framework applied	Framework applied in a manner that clearly demonstrates	Framework applied in a manner that demonstrates at least some	Framework applied in a manner that demonstrates some understanding	Framework applied in a manner that does not demonstrate understanding of	(0 pts.)

	complete or nearly complete understanding of all of the elements. (4 pts.)	understanding of most of the elements. (3 pts.)	of some of the elements. (2 pts.)	the elements. (1 pt.)	
Fourth Amendment framework for teachers	All elements identified and applied in a manner that clearly demonstrates full or nearly full understanding of the framework. (4 pts.)	Most of the elements identified and applied in a manner that demonstrates at least some understanding of the framework. (3 pts.)	Some of the elements identified and applied but in a manner that demonstrates little understanding of the framework. (2 pts.)	No elements identified or the elements that are identified are applied in a manner that demonstrates no understanding of the framework. (1 pt.)	(0 pts.)
Response to the situation and identify or describe up to five resources that you would draw on to engage faculty in professional learning related to the situation.	Outlines an appropriate and effective response that demonstrates deep understanding of the frameworks and identifies four or five appropriate resources. (3 pts.)	Outlines an appropriate response that demonstrates at least some understanding of the frameworks and identifies some appropriate resources. (2 pts.)	Outlines a response that demonstrates some or little understanding of the frameworks and/or does not identify any appropriate resources. (1 pt.)	Does not outline a response or outlines a response that does not demonstrate understanding of the framework. Does not identify resources. (0 pts)	(0 pts.)

GRADED ASSIGNMENTS/ASSESSMENT

Assignments	Points
Competency Assessment #1: Paper & Presentation (Legal Issue)	15
Competency Assessment #2: Paper (Free Speech)	15
Reflection #1	4
Reflection #2	4
Reflection #3	4
Reflection #4	4

Reflection #5	4
Unit 3 Quiz	3
Unit 4 Quiz	3
Unit 5 Quiz	3
Unit 6 Quiz	3
Unit 7 Quiz	3
Unit 8 Quiz	3
Unit 9 Quiz	3
Unit 11 Quiz	3
Unit 12 Quiz	3
Unit 14 Quiz	3
Unit 15 Quiz	3 (N/A)
Participation	20
Total	100

END OF COURSE SURVEY

Effective summer 2014, all SPOTs (Student Perception of Teaching forms) will be completed online. Faculty will no longer provide paper SPOTs in class at the end of the course.

Please keep in mind that SPOTs are an extremely effective tool to evaluate the quality of instruction. Departments, schools, and colleges use individual instructor data and comments in annual evaluations, as well as for tenure and promotion. SPOT results are presented to faculty in summary form after the end of the semester. Individual SPOT responses are completely anonymous and remain anonymous. Faculty has no way of linking a SPOT to a particular student.

To begin the SPOT process:

Log on to MyFAU and click on the "SPOT" tab at the top of the page.

Click the "Complete My SPOTs" button to see the courses in which you are enrolled. Now also available through Canvas!

Click on each course to complete the SPOT for that course

If you have any questions about the process, please contact the Office of Testing and Evaluation at testandeval@fau.edu.

Policy: FAU PPI Policy on Makeup Tests, Late Work, and Incompletes: Refer to the FAU PPI student handbook. Due to the design of this course, assignments are due when indicated in the syllabus. Please note that students may not be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Instructors must allow these students to make up missed work without any reduction in the student's final course grade. Reasonable accommodation must also be made for students participating in a religious observance. Also, note that grades of Incomplete ("I") are reserved for students who are passing a course but have not completed all

the required work because of exceptional circumstances. *Students who find themselves in this situation must meet with the professor.*

COURSE GRADING SCALE:

<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>	<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>
A	95-100	= 4.0	C	75-78	= 2.0
A-	92-94	= 3.67	C-	72-74	= 1.67
B+	89-91	= 3.33	D+	68-71	= 1.33
B	85-88	= 3.00	D	65-67	= 1.00
B-	82-84	= 2.67	D-	62-64	= 0.67
C+	79-81	= 2.33	F	Below 62	= 0.00

ATTENDANCE POLICY

According to FAU and Department of Educational Leadership and Research Methodology protocols and the FAUPPI Attendance Policy, “Students are expected to attend all of the scheduled University classes and to satisfy all academic objectives as outlined by the instructor.” Refer to the FAU PPI student handbook. Students must attend **ALL** classes. Furthermore, students are expected to be on time and to remain for the duration of each class session. There are no excused absences unless approved by the instructor and the student’s mentor. Unavoidable absences include: family emergencies, illness, military obligations, and court imposed legal obligations. These absences must be accompanied by documentation. Dr. Daniel Reyes-Guerra reserves the right to approve or disapprove any absence. It is the student’s responsibility to make up all assignments missed during his or her absence.

CLASSROOM ETIQUETTE / BEHAVIOR POLICY

University policy on the use of electronic devices states: “In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions.”

CODE OF ACADEMIC INTEGRITY (4.001)

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with Student

Accessibility Services (SAS) located in Boca Raton – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585), and follow all SAS procedures. For more information, visit the SAS website <http://www.fau.edu/sas>.

SPECIAL LEARNING NEEDS

It is the policy of the College of Education to make reasonable accommodations for qualified individuals with disabilities and language barriers. If you desire accommodations to complete course requirements, please arrange a meeting early in the semester to discuss your request.

STUDENT CODE OF CONDUCT (4.007)

“The University’s Student Code of Conduct is an integral part of the educational mission of the University, emphasizing the development of each individual’s acceptance of his or her own personal and social responsibilities and to ensure fairness and due process for all students. Since behavior which is not in keeping with standards acceptable of the University community is often symptomatic of attitudes, misconceptions, and emotional crises; reeducation and rehabilitative activities are essential elements of the disciplinary process.

A humanistic approach is employed. The University’s Student Code of Conduct is designed to provide and help maintain an atmosphere within the University community that is conducive to academic pursuits. Serious action against a student, such as separation, is considered and invoked only when other remedies fail to meet the needs of the University’s mission.”

For the entire code, please see:

<http://www.fau.edu/artsandletters/new-pdfs/4.007.Student%20Code%20of%20Conduct.pdf>

RELIGIOUS HOLIDAYS

It is our policy, in accordance with the Board of Trustees’ rules and Florida Law to make reasonable accommodations for observing religious holidays.

CONTRACTUAL OBLIGATIONS

Nothing that pertains to the successful completion of this course should interfere with your current contractual obligations at your school or workplace. In completing specific field-based assignments (such as interviews), be sure to keep your principal informed of course requirements.

Kathleen Dubois

Subject: FW: Proposed Graduate Program Changes

From: Dale Williams <DWILLIAM@health.fau.edu>

Sent: Monday, August 29, 2022 12:53 PM

To: Robert Shockley <SHOCKLEY@fau.edu>

Subject: RE: Proposed Graduate Program Changes

Maybe I mixed them up with the K-12. In any case, no conflicts.

From: Robert Shockley

Sent: Monday, August 29, 2022 12:18 PM

To: Dale Williams <DWILLIAM@health.fau.edu>

Cc: Kathleen Dubois <kdubois4@fau.edu>; Safeeia Azam <Sazam1@fau.edu>

Subject: FW: Proposed Graduate Program Changes

Dale,
I was putting together these proposals for submission to the GPC and could not locate your statement of no conflict. I have a number of proposals noted below, as well as one more that I will send later. Could you let me know if there is conflict with your department? See summary of proposals below and supporting attachments. Bob

Robert Shockley, Chair
Educational Leadership and Research Methodology
ED 47 Room 260A
777 Glades Rd.
Boca Raton, FL 33431
(561)297-3551



Kathleen Dubois

Subject: Graduate Program Proposals from EDLRM

From: Charles Dukes

Sent: Thursday, August 25, 2022 4:35 PM

To: Robert Shockley <SHOCKLEY@fau.edu>

Cc: Kathleen Dubois <kdubois4@fau.edu>

Subject: Re: Graduate Program Proposals from EDLRM

Bob,

I apologize for the delay. It took a while to consult with some faculty members. There are no conflicts with this proposal. I do apologize for the wait.

Charles Dukes, EdD, PhD
Interim Chair, Department of Curriculum and Instruction
Doctoral Coordinator & Professor, Department of Special Education
Florida Atlantic University
777 Glades Road Boca Raton, FL 33431
E-mail: cdukes@fau.edu
office-561 297 1081
fax-561 297 2507

To learn more about me and my research,
go to <https://www.fau.edu/education/faculty/dukes/>

For information about FAU-ESE Degree Programs, Events/Activities,
or faculty/research visit: <http://www.fau.edu/education/academicdepartments/ese/contacts/>
or scan this QR code:



From: Robert Shockley <SHOCKLEY@fau.edu>
Date: Wednesday, August 10, 2022 at 9:16 AM
To: Charles Dukes <cdukes@fau.edu>
Cc: Kathleen Dubois <kdubois4@fau.edu>
Subject: FW: Graduate Program Proposals from EDLRM

Kathleen Dubois

From: Robert Shockley
Sent: Wednesday, August 10, 2022 8:59 AM
To: Kathleen Dubois
Subject: FW: Proposed Graduate Program Changes

Robert Shockley, Chair
Educational Leadership and Research Methodology
ED 47 Room 260A
777 Glades Rd.
Boca Raton, FL 33431
(561)297-3551



From: Carman Gill <gillc@fau.edu>
Sent: Tuesday, July 12, 2022 12:39 PM
To: Robert Shockley <SHOCKLEY@fau.edu>
Subject: Re: Proposed Graduate Program Changes

No conflicts here either. I do have a friend who I worked with years ago that is looking for additional adjunct work. If you need more hands as a result of this change, or just in general, I highly recommend her. Let me know if you want her information. Take care,
Carman

From: Robert Shockley <SHOCKLEY@fau.edu>
Sent: Monday, July 11, 2022 4:00 PM

Kathleen Dubois

From: Robert Shockley
Sent: Wednesday, August 10, 2022 8:56 AM
To: Kathleen Dubois
Subject: FW: Proposed Graduate Program Changes

Robert Shockley, Chair
Educational Leadership and Research Methodology
ED 47 Room 260A
777 Glades Rd.
Boca Raton, FL 33431
(561)297-3551



From: Rangasamy Ramasamy <RRAMASAM@fau.edu>
Sent: Tuesday, August 9, 2022 12:41 PM
To: Robert Shockley <SHOCKLEY@fau.edu>
Subject: RE: Proposed Graduate Program Changes

Bob,

Your Proposed Graduate Program Changes don't conflict with our department programs. Thank you.

Regards,
R. Ramasamy



Rangasamy Ramasamy, Ph.D.