Human Services and Educational Leadership  
EDLE 6346  
Education Law and Policy

Instructor: Barbara Qualls, Ph.D.  
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Office Phone: 936-468-1592  
Email: quallsba@sfasu.edu  

Course Location: Online  
Office Hours: T/Th 10-12  
Credits: 3

Prerequisites: Admission to doctoral candidates formally admitted to the doctoral program in Educational Leadership.

I. Course Description:

This course will examine the legal issues confronting education, on the local, state, and national level. The objectives are to 1) introduce students to various legal issues and identify those issues inherent in schools; 2) explore various legal principles and their application; and 3) analyze current school practices from the standpoint of potential legal controversies, including the ability to recognize “preventative law” situations. In addition to identifying pragmatic approaches to the law, this course also aims to involve students in academic discourse involving issues of social justice and the democratic underpinnings of education. Outlooks and mindsets for course success will move toward the practice of ethical and legal leadership in educational systems as well as the scholarly study of legal principles involved in education.

Course Credit Hour Justification:

This course is a 3 credit hour course and one of the core requirements for the Ed.D. in Educational Leadership. Each week of a 15-week semester, doctoral students will engage in instructor-directed instruction for 3 hours per week. Primary source readings and case law are part of the content, used to support key concepts or provide perspective on historical events. In addition, students are required to devote a minimum of 6 hours completing course requirements: read at least one monograph-length work during the semester, complete discussions and other activities over the course content, and complete multiple writing, video, and discussion assignments that evaluate their
ability to think globally, interpret primary sources, and consider multiple sides of legal issues. For every hour a student spends engaging with the content, he/she spends two hours completing associated activities and assignments. [total instructor-directed activities=45 hours and total out-of-class activities=90 hours; grand total of approximately 135 hours for the 3 credits]

Diversity Statement: The James I. Perkins College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us

II. Intended Learning Outcomes/Goals/Objectives

Program Learning Outcomes (PLOs):
Students graduating with an Ed.D. in Educational Leadership will be able to:
1. use data, policy and research to lead continuous improvement and drive transformative change and innovation in P-20 education settings (RSCH 6314)
2. demonstrate knowledge of ethical and moral responsibilities of leadership (EDLE 6342)
3. apply theory and contextual knowledge to educational practice (EDLE 6341)
4. practice analytical and communication skills in leadership roles (EDLE 6345)
5. understand, design, and conduct research in educational leadership (EDLE 6199)

Student Learning Outcomes (SLOs):

By the end of the course, students will be able to:

1) Examine and critically evaluate case decisions and outcomes, including prediction of longevity of outcome based on strength of legal argument and strength/existence of dissent;
2) Conduct preliminary legal research using various resources;
3) Discuss and defend positions related to various legal topics;
4) Apply knowledge of legal principles in the educational setting, including preventative law.

III. Course Assignments, Activities, Instructional Strategies, use of Technology

As a general rule, there will be one module per week. However, for some modules, the complexity of the topic or the time required for the product will mean two weeks for the module and other weeks may have 2 modules within the week. The modules are arranged in an order that allows some hierarchical development, but the professor reserves the right to change the order of presentation/due dates as needed. For example, should there be another weather-related event as the snowstorm and power outage of February 2021, the order of modules could be changed to accommodate that. Likewise, university closures for a few days for holidays that create short weeks may dictate a need for adjusted order of modules.
<table>
<thead>
<tr>
<th>Duration of Assignment</th>
<th>Module Number</th>
<th>Due date for Discussions and Dropbox products</th>
<th>Description of assignment and product(s)</th>
<th>Point Value per Module/activity</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td>Those labeled Discussion will be submitted in the Discussion boards. Be sure to check whether responses to classmates are required. <strong>Product</strong> will be submitted in Dropbox.</td>
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<td>Course expectations and resources</td>
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<td></td>
<td><strong>Discussion</strong>: Education Law: Hypothetical Lawsuit</td>
<td><strong>10 points</strong></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Discussion</strong>: Generational Conflicts: Hypothetical Lawsuit</td>
<td><strong>10 points</strong></td>
</tr>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Module 1</strong></td>
<td><strong>8.30.2021 11:59 PM/CST</strong></td>
<td>Legal Research and writing <strong>Discussion</strong>: Case summaries v. case text</td>
<td><strong>Discussion</strong>: Case summaries v. case text</td>
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<td><strong>Product</strong>: Case briefs (5 case briefs, 2 assigned/3 selected)</td>
<td><strong>Product</strong>: Case briefs (5 case briefs, 2 assigned/3 selected)</td>
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<tr>
<td><strong>Week 2-3</strong></td>
<td><strong>Module 2</strong></td>
<td><strong>9.13.2021 11:59 PM/CST</strong></td>
<td><strong>Discussion</strong>: Clery report requirements</td>
<td><strong>Discussion</strong>: Clery report requirements</td>
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<td><strong>Discussion</strong>: Title IX compliance</td>
<td><strong>Discussion</strong>: Title IX compliance</td>
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<td><strong>Product</strong>: Clery Critique (Critique as issue/paper topic, 2 specific cases on Title IX)</td>
<td><strong>Product</strong>: Clery Critique (Critique as issue/paper topic, 2 specific cases on Title IX)</td>
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<tr>
<td><strong>Week 4-5</strong></td>
<td><strong>Module 3</strong></td>
<td><strong>9.27.2021 11:59 PM/CST</strong></td>
<td><strong>Discussion</strong>: Equal Access Act</td>
<td><strong>Discussion</strong>: Equal Access Act</td>
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<td><strong>Product</strong>: Espinoza.Trinity Critique (Critique and Analysis of Espinoza and Trinity Lutheran)</td>
<td><strong>Product</strong>: Espinoza.Trinity Critique (Critique and Analysis of Espinoza and Trinity Lutheran)</td>
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<tr>
<td><strong>Week 6-7</strong></td>
<td><strong>Module 4</strong></td>
<td><strong>10.11.2021 11:59 PM/CST</strong></td>
<td><strong>Discussion</strong>: Student Expression/Rights</td>
<td><strong>Discussion</strong>: Student off-campus speech</td>
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<td><strong>Product</strong>: Student off-campus speech</td>
<td><strong>Product</strong>: Student off-campus speech</td>
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In order to receive a grade of A, all assignments must be submitted.
| Week 10-11 | Module 6 | 11.08.2021 11:59 PM/CST | Employee Rights/Contracts & Employment Issues  
**Discussion:** Role play: admin/teacher in last chance before dismissal situation  
**Discussion:** Dismissal Mistakes (Discrimination, retaliation, capricious/arbitrary, constructive dismissal)  
**Product:** Dismissal Video (Individual video of Admin dismissing teacher) |  
| **Discussion:** Role play: admin/teacher | 20 points  
| **Discussion:** Dismissal Mistakes | 10 points  
| **Product:** Dismissal Video | 20 points |
| Week 12-14 | Module 7 | 11.29.2021 11:59 PM/CST | Due Process & Equal Protection/Search & Seizure  
**Discussion:** TLO Trial (Mock trial w/ TLO v. New Jersey)  
**Discussion:** Abuse and neglect/reporting obligations  
**Product:** TLO Trial Video (Group videos of trial) |  
| **Discussion:** TLO Trial (Mock trial w/ TLO v. New Jersey) | 5 points  
| **Discussion:** Abuse and neglect/reporting obligations | 5 points  
| **Product:** TLO Trial Video | 30 points |
| Week 15-16 | Module 8 | 12.09.2021 11:59 PM/CST | Future directions – Scenario resolution and cumulative exam  
**Discussion:** Press Conference  
**Discussion:** Video Press Conference  
**Product:** Cumulative Exam |  
| **Discussion:** Press Conference | 10 points  
| **Discussion:** Video Press Conference | 10 points  
| **Product:** Cumulative Exam | 30 points |
| **Total:** | | | | 300 points |

IV. Evaluation and Assessment (Grading)

**All decisions about the evaluation/grading of student material rest with the professor.**
<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Total</th>
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<tbody>
<tr>
<td>A</td>
<td>285-300</td>
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<tr>
<td>B</td>
<td>255-284</td>
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<tr>
<td>C</td>
<td>225-254</td>
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<tr>
<td>F</td>
<td>0-224</td>
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V. Tentative Course Outline/Calendar

The tentative course outline is aligned to the designated assignments, due dates, discussion topics and other related activities. The student should note that the instructor has the flexibility to modify assignments and/or the schedule/deadlines of activities/assignments. The professor will notify the student of any changes. Please find the timeline in the “Getting Started Module” in Brightspace.

VI. Readings (required and possibly recommended)

Selected course readings include but are not limited to the following required books. Other readings such as articles and chapters may be given throughout the semester.

**Required:**


**Additional Readings:** (specific materials will be shared/embedded in course)


VII. Course Evaluations

Near the end of each semester, students in the College of Education electronically evaluate course taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

_____ Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

_____ Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

If a student has been found guilty of academic dishonesty, a grade of "WP" or "WH" may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”,
the course will not count towards the six course drop limit since the student is incurring an academic penalty.

Student Code of Conduct: Policy 10.4

Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

SFASU values students' mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students' mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741