Human Services and Educational Leadership  
EDLE 6346  
Education Law and Policy  

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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 confronted by education on the local, state, and national levels. 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]

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 the 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 two weeks. However, there are usually both discussion(s) and Dropbox products required within each module so that there is usually an assignment due every 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 an 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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Those labeled Discussion will be submitted to the Discussion boards. Be sure to check whether responses to classmates are required. Product will be submitted in Dropbox.</td>
<td></td>
</tr>
</tbody>
</table>
| Week 1                 | Module 1      | 1.23.2024 11:59 PM/CST                       | Course expectations and resources  
Discussion: Education Law: Hypothetical Lawsuit  
Discussion: Generational Conflicts: Hypothetical Lawsuit | Discussion: Education Law: Hypothetical Lawsuit  
10 points  
Discussion: Generational Conflicts: Hypothetical Lawsuit  
10 points |
| Week 2-3               | Module 2      | 2.06.2024 11:59 PM/CST  
Disc: 1.30.2024 | Legal Research and writing  
Discussion: Case summaries v. case text  
Product: Case briefs (5 case briefs, 2 assigned/3 selected) | Discussion: Case summaries v. case text  
10 points  
Product: Case briefs (5 case briefs, 2 assigned/3 selected)  
25 points |
| Week 4-5               | Module 3      | 2.20.2024 11:59 PM/CST  
Disc: 2.13.2024 | Tort Liability & Negligence  
Discussion: Clery report requirements  
Discussion: Title IX compliance  
Product: Clery Critique (Critique as issue/paper topic, 2 specific cases on Title IX) | Discussion: Clery report requirements  
10 points  
Discussion: Title IX compliance  
10 points  
Product: Clery Critique  
25 points |
| Week 6-7               | Module 4      | 3.05.2024 11:59 PM/CST  
Disc: 2.27.2024 | Church/State and Religious Expression  
Discussion: Equal Access Act  
Product: Espinoza.Trinity Critique (Critique and Analysis of Espinoza and Trinity Lutheran) | Discussion: Equal Access Act  
10 points  
Product: Espinoza.Trinity Critique  
20 points |
| Week 8-9               | Module 5      | 3.26.2024 11:59 PM/CST  
Disc: 3.19.2024 | Student Expression/Rights  
Discussion: Student off-campus speech  
Product: Battacharya.Mahanoy | Discussion: Student off-campus speech  
10 points |
| Week 10-11 | Module 6 | 4.09.2024 11:59 PM/CST  
Disc: 4.02.2024 | 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 | 4.30.2024 11:59 PM/CST  
Disc 1: 4.16.2024  
Disc 2: 4.23.2024 | 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 | 5.07.2024 11:59 PM/CST  
Disc: 12.07 | 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:** | | | | **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>
</tr>
<tr>
<td>B</td>
<td>255-284</td>
</tr>
<tr>
<td>C</td>
<td>225-254</td>
</tr>
<tr>
<td>F</td>
<td>0-224</td>
</tr>
</tbody>
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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 courses 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 Policy

Institutional Absences (HOP 04-110)
An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make
themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

Code of Student Conduct and Academic Integrity

- The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.
Withheld Grades Semester Grade Policy (HOP policy 02-206)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

- **Students with Disabilities**
  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, 468-3004 / 468-1004 (TDD) 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

- **Student Wellness and Well-Being**
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

  If you are experiencing concerns, seeking help, 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.

Other important course-related policies:
***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)

IX: Resources

- **On-campus Resources:**
  - The Dean of Students Office (Rusk Building, 3rd floor lobby)
    - www.sfasu.edu/deanofstudents
    - 936.468.7249
    - dos@sfasu.edu
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

❖ Health Services
❖ Counseling Services
❖ Student Outreach and Support
❖ Food Pantry
❖ Wellness Coaching
❖ Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
❖ Burke 24-hour crisis line 1(800) 392-8343
❖ National Suicide Crisis Prevention: 9-8-8
❖ Suicide Prevention Lifeline 1(800) 273-TALK (8255)
❖ Crisis Text Line: Text HELLO to 741-741

X: Additional Information Specific to Educator Preparation – Ed.D-Leadership students who are in the K-12 Concentrate are included in the Educator Preparation Program

• Code of Ethics for the Texas Educator:
  ❖ The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.
To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

- Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

- A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:
  - You enrolled or planning to enroll in an educator preparation program or,
  - You are planning to take a certification exam for initial educator certification, and
  - You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

- You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

- In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

- Provide one of the following primary ID documents:
  - Passport
  - Driver’s license, state or providence ID cards
  - A national ID card, or military ID card to take the TExES exams
  - YOU must provide legal documentation to be allowed to take these mandated examinations that are related to
certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

- Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFA.
- For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.