



**EDUCATIONAL LEADERSHIP AND
ADMINISTRATION PROGRAM**
Course Syllabus

Basis of SOE Conceptual Framework:

- Learning for (purpose)
- Learning through (process)
- Learning about (content)

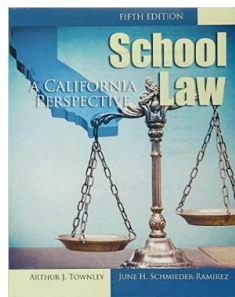
Course Number & Title: <i>EDUC 511 School Law and Governance</i>		Term & Year: Spring 2017			
Instructors: Andrea Somoza-Norton, Ed.D.	Office Location: 02-110	Phone: 805-756-5373 Cell: 603-327-7664			
Class Location & Time: SLOCOE Saturdays 9:00am-12:30pm	Office Hours: Tuesdays, Thursdays and Fridays (by appointment)	Email: asomozan@calpoly.edu			
Course Description: This course is designed to provide those who properly complete it with a <i>basic</i> knowledge of the issues and practices of school law. The principal issues that are examined are how is education law derived, what are the rights of students and employees while at school, how does collective bargaining impact school operations, separation of church and state, discrimination and tort liability. Current trends in school law, seminal cases and what the future holds for educational law will also be examined.					
Course Objectives This course is designed to address the following indicators within Educational Leadership and Administration. These indicators originate from the Administrative Services Credential Program Standards. <ul style="list-style-type: none">• Understanding local laws and constitutional rights• Recognizing limits and responsibilities associated with social media and evolving educational technology• Identifying changing power structures and legal requirements resulting from the Local Control Funding Formula and Local Control Accountability Plan• Describe effective legal and equitable recruitment, hiring and employee discipline practices• Managing and reducing liability associated with special education, search and seizure, contract maintenance, school safety and complaints against employees• Acting Ethically• Understanding the Larger Context All course-related activities—readings, session assignments, and in-class learning activities—are designed to provide integrated experiences and to maximize application of the roles and responsibilities of school leaders; whether those leaders are teachers, counselors, administrators or other educational professionals. Discussion, lab practical, and large- and small-group exercises will be employed to address course content. This class is an exercise in thought and practice. There will be written assignments, but length restrictions will reduce these to concise summaries for reference. The demonstration of your thinking will be assessed through discussion and questioning with your classmates and quiz results. Your contributions in writing and discussion will be at the heart of this course evaluation. <i>Prerequisite: Graduate standing and admission to the Educational Leadership and Administration Program.</i>					
COURSE LEARNING OUTCOMES. <i>Candidates will be able to:</i>		ASSESSMENT	STANDARD	SOE LEARNING OUTCOME	SOE DISPOSITION (listed at end of document)
Understand the leader's role in establishing an ethical and legal school climate, supportive of staff, students and families.		Written Online Quizzes Discussion	CAPE 3C	1-6	1-3

	Posts			
Develop and know how to use policy, law and regulations with staff, students, and community to consistently make fair and equitable decisions on behalf of all students.	Written Online Quizzes Discussion Posts	CAPE 5B	1-6	1-3
Understand that how they carry out professional obligations and responsibilities affects the entire school community	Written Online Quizzes Discussion Posts	CAPE 5C	1-6	1-3
Understand the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger school community.	Written Online Quizzes Discussion Posts	CAPE 6 A	1-6	1-3

Note: For each learning outcome, the applicable standard and SOE learning outcome is listed by number (full text provided at the end of syllabus).

REQUIRED TEXTS

School Law: A California Perspective Author(s): June Schmieder, Arthur Townley **Edition: 5** Kendall Hunt Publishing Company Copyright: 2016 ISBN 978-1465288169



Supplemental Readings

Articles, papers, and other readings in PDF format will be assigned throughout the quarter. These materials will be available in the Course Materials section of the EDUC 511 PolyLearn site.

How Will You Use the Required Texts and Readings?

Read the texts and articles thoroughly. Make margin notes. Learn to “talk back” to the textual information by writing questions or comments on the pages you read. Remember, this course is not about memorizing information; rather, it is designed to teach you critical research skills. Read, review, and practice!

SPRING QUARTER CLASS MEETING SCHEDULE

Unless otherwise stated, EDUC 511 will meet on **SATURDAYS** with **Dr. Norton** at the **SAN LUIS OBISPO COUNTY OFFICE OF EDUCATION**. Please note that classes will begin promptly at 9:00 a.m. Class meeting dates are: April 8, April 22, May 6, May 20 and June 3.

COURSE GUIDELINES AND EXPECTATIONS

Participation

Attendance and participation in weekend sessions are **MANDATORY**, and students may be dropped from the program for non-approved absences.

Assignments

1. Students are required to submit all written assignments in MS Word format (Mac or PC versions). All written assignments must follow the American Psychological Association (APA) writing style guidelines. Use a 12-point font and double-space all work. Use a one-inch margin on all sides. Consider contacting the [Cal Poly Writing Lab](#) if you have any questions regarding your writing skills. All written work will be critiqued for content, grammar, and spelling.

2. All assignment submissions must contain your last name. Save your files using this format:

LAST NAME_TITLE OF ASSIGNMENT

3. All assignments submitted to instructors must be the original work of the student and shall not have been submitted for credit in any other course.

4. All assignments must be completed and presented to the instructor on the due dates listed in the session guides. One-half credit will be given for late submissions.

5. You must have access to the [Cal Poly Web Portal](#). The portal will give you access to PolyLearn, and all course materials, announcements, and assignments will be posted there in your respective course sections.

6. Students are required to maintain an electronic portfolio of their work (hereafter referred to as an “e-portfolio”). All assignments must be included, and students will submit their e-portfolios for assessment purposes at the end of spring quarter.

ASSESSMENT PROCESS

Course grades will be based upon successful completion of the following:

- Class preparation, attendance, participation, and group activities
- Assignments and examinations

Discussion, Participation, In-Class Projects and Presentations

The number and type of these activities vary by course and quarter, but you will be required to work in teams to solve problem and present your learning. **EVERYONE IS EXPECTED TO PARTICIPATE EQUALLY IN TEAM PROJECTS.**

Written Assignments

You will be required to write several short papers during the quarter in response to various prompts or case studies. You will be given an assessment rubric for each written assignment. Before you submit your work, you

must use the rubric to complete an assessment of your paper. I will use the same rubric to assess your work. Any discrepancies between our assessments will be briefly explained when your papers are returned.

Academic Honesty

Academic honesty is fundamental to the activities and principles of California Polytechnic State University San Luis Obispo. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences.

Sample evaluation rubric for **written assignments**:

Written Assignment Evaluation Rubric

Criteria	Rating Scale				
The paper addresses and clearly identifies important issues and adheres to guidelines described in assignment.	5	4	3	2	1
The paper demonstrates accurate mechanics in writing and organizational clarity.	5	4	3	2	1
The authors use appropriate sources to construct a well-developed analysis of investigation (introduction, analysis and findings).	5	4	3	2	1
The paper offers a clear authoritative critique and summary of the investigation.	5	4	3	2	1
The paper is well written and organized.	5	4	3	2	1

Sample evaluation rubric for **projects and presentations**:

Project/Presentation Evaluation Rubric

Criteria	Rating Scale				
The presentation addresses and clearly identifies important issues and themes while adhering to guidelines described in this assignment.	5	4	3	2	1
The presentation focused on relevant issues related to course content.	5	4	3	2	1
The presenters utilized appropriate questioning to elicit the knowledge, experience and ideas of participating practitioners.	5	4	3	2	1

The presentation offered a clear authoritative critique and summary of the assignment and its relationship to course content.	5	4	3	2	1
Overall the presentation was well organized and informative.	5	4	3	2	1

Rating Scale: 5 = Outstanding, 4 = Above Average, 3 = Average, 2 = Below Average, 1 = Less than Adequate

ELAP Grading Scale

Grade	Grade Point	Description	Percentage Range
A	4.0	Excellent – superior performance; demonstrates exceptional understanding and comprehensive mastery of subject matter.	97 - 100
A-	3.7		93 - 96
B+	3.3		89 - 92
B	3.0	Very Good – significantly above average performance; demonstrates full understanding and complete mastery of subject matter.	85 - 88
B- CR	2.7	Minimum grade required for credit-no credit (CR/NC) courses.	80 - 84
U NC	0	Unsatisfactory or no credit (NC) – results in a failing course grade.	< 80
I	0	The "Incomplete" ("I") grade signifies that a portion of required coursework has not been completed and evaluated in the prescribed time period due to fully justified reasons. There is still a possibility of the student earning credit once missing coursework has been submitted.	

INSTRUCTOR BIOGRAPHY

Dr. Somoza-Norton is an Assistant Professor and the Coordinator of the Educational Leadership and Administration Program. Dr. Somoza-Norton served for 17 years as a teacher, school administrator, educational consultant, and New Hampshire Department of Education Title III State Director. Her research interests are K-12 educational leadership and administration, particularly in the areas of creative leadership, and systems thinking and dynamic models. In addition, she is interested in the integration of information technology in education and English learners programs and policies.

THE SCHOOL OF EDUCATION

VISION	MISSION
The School of Education develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.	The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education. School of Education faculty models leadership in its teaching, scholarship, and service through a grounded, reflective, learn-by-doing approach and through sustained collaborations with its education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.

LEARNING OUTCOMES

Informed – Advancing Disciplinary Knowledge

InformED educators are scholars of education, demonstrating mastery and application of educational theories, pedagogies and content knowledge.

Empowered – Responding To Diverse Learning Needs

EmpowerED educators are equipped to support all students to learn, calling upon appropriate strategies when serving students varying levels of support, including: students who receive special education, students who are emergent bilingual, first generation students, students with trauma, and students in poverty.

Engaged – Building Cultural Responsiveness

EngagED educators are culturally responsiveness, demonstrating appropriate strategies and approaches to support diversity, inclusion, multiculturalism, social justice, and cultural sustainability.

Connected – Drawing on Knowledge and Partnerships Across Disciplines and Communities

ConnectED educators build partnerships across communities and draw upon knowledge from other disciplines. ConnectED educators demonstrate appropriate strategies for working with families and community partners, being an agent for change, participating in advocacy, and capacity building.

Grounded – Demonstrating Professionalism

GroundED educators are professionals, demonstrating ethics, integrity, legality, teamwork, and professional communication skills. GroundED educators are leaders, either overtly or by example.

Transformed – Encouraging Continuous Growth & Reflection

TransformED educators are continuously reflecting and improving. They participate in action research and professional development as part of their commitment to lifelong professional learning. They engage in assessment and reflection.

DISPOSITIONS

Professionalism

- 1.1 Responsibility and Accountability — Acts ethically, responsibly, and with integrity, and is considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentors, and colleagues. Is creative and self-reliant in finding solutions to problems and managing dilemmas. Is open to constructive feedback from others, manages situations of conflict and their own stress appropriately, and takes responsibility for own actions.
- 1.2 Creating Positive Climate — Develops curricula and programs that provide equitable access to learning opportunities for each and every student and educator through both content and processes. Promotes a climate in which learning is valued and on-going. Provides choices to enable all to share in and contribute to social and intellectual life. Upholds fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of each and every student and education professional.

Ethical Practice

- 2.1 Cross-Cultural Competence — Promotes respect for self, students, families, and cultures. Demonstrates belief that everyone can learn and values human diversity and equity in the learning environment. Examines own biases and prejudices and develops necessary awareness, attitudes, knowledge, and skills for effectively and respectfully teaching and mentoring people whose culture differs from their own.
- 2.2 Collaboration — Actively engages in a community of learners that develops relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional. Contributes professionally to the field at local, regional, state, and national levels.

Shaping Change

- 3.1 Inquiry and Innovation — Is prepared to engage in and fosters in others life-long learning, continuous reflection, and research (on own practice or beyond). Creates learning opportunities for self and others. Maintains currency with professional knowledge, effective and ethical practices, and scholarship in the field. Tries new methods and tools. Incorporates knowledge-building technologies; critical, creative, and metacognitive thinking; conceptual understanding; independent and interdependent problem solving; and experiential approaches to learning.
- 3.2 Social Justice — Seeks to understand own privileges and prejudices, the stereotypes embedded in educational materials, and the cultural bias institutionalized in schools and other education-related organizations. Works toward realizing a nation and world where all have basic human rights and actively seeks to eliminate social, political, and economic inequities. Promotes social and environmental responsibility. Independently and collaboratively identifies opportunities, goals, and avenues for social and organizational development toward excellence and equity. Empowers others to achieve organizational and personal goals.

Statement on Diversity

The faculty and students of the Educational Leadership and Administration Program (ELAP) are committed to creating and maintaining a learning community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach her or his own potential. In pursuit of its goal of academic excellence, we seek to develop and nurture diversity, believing that it strengthens the program, stimulates creativity, promotes the exchange of ideas, and enriches campus life. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disability Resource Center, Building 124, Room 119, at (805) 756-1395, as early as possible in the term.

ASSIGNMENTS, COURSE GRADES, DUE DATES

Date Due	Activities and Assignments for EDUC 511	Points
Areas in Red are to be added to the E-Portfolio		
See Group/Chapter Assignment File on PolyLearn for Due Dates	<ul style="list-style-type: none"> • Assignment #1 Chapter Presentation Group Work Group Google slide presentation and facilitated activity <ul style="list-style-type: none"> ▪ Due date varies depending on the topic/chapter assigned ▪ Share the file via Google invitation to all participants and to Dr. Norton at asomozan@calpoly.edu 	30
Due by midnight on 5/19/17	<ul style="list-style-type: none"> • Assignment # 2 Point of Law Paper (Individual Legal Research Paper) – APA format <ul style="list-style-type: none"> ▪ Send via email to asomozan@calpoly.edu with the following file name: LAST NAME_TITLE OF ASSIGNMENT 	25
Due by midnight on 6/9/17	<ul style="list-style-type: none"> • Assignment #3 Hypothetical Case Studies Group Work (3 members) Written Response – APA format <ul style="list-style-type: none"> ▪ Send via email to asomozan@calpoly.edu with the following file name: LAST NAME_TITLE OF ASSIGNMENT 	25
	Participation In class assignments and participation	20
	TOTAL POSSIBLE POINTS	100

Watch the videos and read the assigned chapters before each session. After watching each video bring “2 discoveries and 1 question” to the next session.

April 8:	<p>Chapters 1, 2 & 3</p> <p>Sources of School Law/Conducting Legal Research/School Governance and Law.</p> <p>Explore videos #1 through #14. Each video provides a brief overview of key legal terms, statutes and court systems. (Bring only 2 discoveries and 1 question for this set of videos)</p> <p>https://www.youtube.com/playlist?list=PLgVachqIO0KTs6oDXVYvDHn6DpTG67nj</p>
April 22:	<p>Chapters 4, 5 & 6</p> <p>Student Citizenship and Discipline/Student Expression/Student Privacy, and the Constitution</p> <p>Video: PBS Documentary - Brown v. Board of Education</p> <p>https://www.youtube.com/watch?v=jLcac0KIQH0</p>
May 6:	<p>Chapters 7, 8 & 9</p> <p>Sexual Harassment in Education/Title IX/Progressive Discipline and Dismissal of Employees</p> <p>Video: PBS Can a lawsuit by nine students topple teacher tenure?</p> <p>https://www.youtube.com/watch?v=z6wyyJ80ib4</p>
May 20:	<p>Chapters 10, 11, & 12</p> <p>Religion and the Schools/School Finance and the Law/Copyright Law and Education</p> <p>Video: PBS Battles of School Prayer</p> <p>http://www.pbs.org/video/2365004455/</p> <p>Video: CHF McCollum v. Board of Education</p> <p>https://www.youtube.com/watch?v=-GXbiftNFTs</p>
June 3:	<p>Chapter 13</p> <p>Tort Liability in Schools and Districts</p> <p>Video: What is Torts? And what Torts is not.</p> <p>https://youtu.be/jQ6smN3lcY</p> <p>An Overview of Tort Law – Intentional Torts, Negligence, and Strict Liability</p> <p>https://www.youtube.com/watch?v=f6TUiejBILE</p>

<p>Comment [VM1]: 5B, 5C, 6A Practiced and developed through readings, videos, classroom activities, discussions, and mock scenarios.</p> <p>Additional practice occurs through virtual discussion posts online between bi-weekly meetings.</p>
<p>Comment [VM2]: 5C Practiced and developed through readings, videos, classroom activities, discussions, and mock scenarios.</p> <p>Additional practice occurs through virtual discussion posts online between bi-weekly meetings.</p>
<p>Comment [VM3]: 3C Practiced and developed through readings, videos, classroom activities, discussions, and mock scenarios.</p> <p>Additional practice occurs through virtual discussion posts online between bi-weekly meetings.</p>
<p>Comment [VM4]: 5B Practiced and developed through readings, videos, classroom activities, discussions, and mock scenarios.</p> <p>Additional practice occurs through virtual discussion posts online between bi-weekly meetings.</p>
<p>Comment [VM5]: 3C Practiced and developed through readings, videos, classroom activities, discussions, and mock scenarios.</p> <p>Additional practice occurs through virtual discussion posts online between bi-weekly meetings.</p> <p>Mandated Reporter Training provided as part of class activities.</p>
<p>Comment [VM6]: 5B, 5C Practiced and developed through readings, videos, classroom activities, discussions, and mock scenarios.</p> <p>Additional practice occurs through virtual discussion posts online between bi-weekly meetings.</p>
<p>Comment [VM7]: 3C Practiced and developed through readings, videos, classroom activities, discussions, and mock scenarios.</p> <p>Additional practice occurs through virtual discussion posts online between bi-weekly meetings.</p>
<p>Comment [VM8]: 5B Practiced and developed through readings, videos, classroom activities, discussions, and mock scenarios.</p> <p>Additional practice occurs through virtual discussion posts online between bi-weekly meetings.</p>
<p>Comment [VM9]: 5B, 5C Practiced and developed through readings, videos, classroom activities, discussions, and mock scenarios.</p> <p>Additional practice occurs through virtual discussion posts online between bi-weekly meetings.</p>

Assignment #1 (Review of Assigned Chapter from *School Law: A California Perspective*- Group Presentation)

Each member of your group should read the chapter related to your topic (see group/chapter assignment document in PolyLearn). Identify relevant information that is covered in Townley and Schmieder-Ramirez (2016).

As a group create a presentation (slides) and facilitated activity which highlights the material for your colleagues.

The presentation should be limited to 30 minutes, including time for questions and class discussion.

The presentation or activity should thoroughly review the material and consist of sufficient depth/creativity to warrant graduate level work. Interactive activities, videos, supplemental resources, case scenarios, primary sources and/or additional reading material are highly encouraged.

All members of the group will receive the same grade.

Didactic materials must be added to the Google document no later than on the Friday before the presentation is due. Supplemental materials may be brought directly to class.

Send the google invitation to Dr. Norton at asomozan@calpoly.edu

Comment [VM10]: 6A Assessed and evaluated through written response.

Additional assessment occurs through quizzes.

Assignment #2 (Individual Point of Law Paper- Legal Research Paper)

Select a topic related to general principles of law and/or judicial decisions that impact schools and gain instructor approval of the topic by 4/21/17. It must be completed **individually**. **It must be a different topic from your assignment #1.** This should be a topic that intrigues you, you would like to know more about it and/or may be relevant to a current situation happening in your organization.

Topics Examples:

- ✓ Trace the evolution of the Supreme Court's Neutrality Test as it is used currently in cases involving funds for religious schools (relate the history of church/state issues using cases and legal principles to explain how the current Court developed the Neutrality test and use only cases that deal with using public monies to fund religious schools).
- ✓ Today, many high schools utilize attendance policies, i.e., if students are absent more than a specific number of days, they fail the semester. Trace the rationale for the constitutionality of

Comment [VM11]: 5B, 5C, 6A Assessed and evaluated through written response.

Additional assessment occurs through quizzes.

such a policy. Explain in your research paper, using cases and legal principles the State's role in public education as it relates to the right of school districts to implement such policies.

This paper should be in APA format (**5 pages excluding title and references**), double-spaced, 12 pt. Times New Roman Font, due on **May 19, 2017**. Send via email to asomozan@calpoly.edu with the following file name: **LAST NAME_TITLE OF ASSIGNMENT**

Assignment #3 (Hypothetical Case Studies Response – Group Work/3 members)

(Teams for this assignment will be designated on April 8, 2017).

Several hypothetical case studies will be provided. The team must select two cases from a numbered list. Read each case study carefully and then discuss it with your teammates. Make sure the team addresses all of the questions raised in each hypothetical. After the team discusses the issues emanating from the hypotheticals and any accompanying questions, research legal cases that relate to these situations (see list of research websites in PolyLearn). Citing legal principles and cases to support your solutions, develop a thoughtful response and explain what the likely outcomes of the hypotheticals would be, as well as, whether actions taken by the district, teacher or administrator are appropriate.

The purpose of this assignment is to work as a team and apply pertinent cases/legal principles to shape a potential solution/outcome for the hypothetical. When crafting a response think for example, about why the policy was created, whether or not individual rights are threatened, etc. Your responses will be judged upon depth of your response for each question-did you think of all sides of the issue? **Recommendations:** Consider using Google Docs to develop the response as group. The list of hypothetical cases will be posted in PolyLearn on or before April 8, 2017. All members of the group will receive the same grade. This paper should be in APA format (**5 pages excluding title and references**), double-spaced, 12 pt. Times New Roman Font, due on **June 9, 2017**. Send via email to asomozan@calpoly.edu with the following file name: **LAST NAME_TITLE OF ASSIGNMENT**

Comment [VM12]: 3C, 5B, 5C, 6A Assessed and evaluated through written response.

Additional assessment occurs through quizzes.