

**University of North Alabama
College of Education and
Human Sciences
Course Syllabus**

Course Title: IL 707 Instructional Leadership Law, Policy and Governance

Credit Hours: 3

Instructor:

Office:

Phone:

Email:

Office Hours:

(Note: Occasionally other obligations – University committee meetings, meeting with interns, etc... - may impose upon stated office hours. Special appointments can be made with the instructor by phone or e-mail.)

Course Description:

This course will review processes in educational policy and governance for P-12 schools. The Alabama Code will be utilized along with current legal issues and court cases.

Courses in the AA Instructional Leadership EDS program are an extension of the MAED Instruction Leadership program and are taught at a more rigorous level to meet the needs of advanced level Instructional Leadership candidates.

Credit: Three semester hours

Required Text: Livetext

Supplemental Textbook/Printed Resources:

Essex, Nathan L. (2012) *School Law and the Public Schools: A Practical Guide for Educational Leaders* (5th edition). Upper Saddle River, NJ: Pearson.

Alabama Code: School Law

Course Objectives/Standards:

The candidate shall demonstrate:

1. Understanding of the US judicial and legislative systems and the formation of the laws relating to public education
2. Ability to use available resources to conduct research on legal topics
3. Understanding of principles of law that influence the organization and administration of public schools 290-3-3-.53.01(3)(c)1.
4. Knowledge of the current status of parents', students', employees', and school boards' rights in public education
5. Ability to analyze current school practices from the standpoint of potential legal controversies 290-3-3-.53.01(3)(a)4.; 290-3-3-.53.01(3)(c)2
6. Ability to understand ethical and legal concerns educators face when using technology throughout the teaching and learning environment

290-3-3-.53.01

- (3)(c)8 The program shall include a focus on leadership for special education, English language learners, career and technical education, technology, pre-K programs, and adolescent literacy.
- (3)(c)9(i)(III) Accomplished educational leaders manage and leverage systems and processes to achieve desired results.
- (3)(c)9(iii)(I) Accomplished educational leaders model professional, ethical behavior and expect it from others.
- (3)(c)9(iii)(II) Accomplished educational leaders ensure equitable learning opportunities and high expectations for all.

Content:

1. Legal Framework Affecting Public Schools
2. Religion and Public Schools
3. Students and the Law
 - Freedom of Expression
 - Dress and Appearance
 - Search and Seizure
 - "No Pass, No Play"
 - Pagers, Cellular Phones, and Personal Digital Assistants
 - Corporal Punishment
 - Due Process
 - Suspension and Expulsion
 - Pregnant and Married Students
 - Gender bias
4. National Security and School Safety
 - Homeland Security
 - USA PATRIOT Act

Handling Violence in School
Limiting Liability for School Violence
Alcohol and Breathalyzer Testing
Zero Tolerance

5. Individuals with Disabilities Education Act of 1990 (IDEA) and the Individuals with Disabilities Improvement Act of 2004 (IDEIA)
6. School Personnel and School District Liability
 - Proper Instruction and School Safety
 - Liability Involving Civil Rights Statutes
 - Defamation Involving School Personnel
 - Defenses Against Defamation
7. Liability and Student Records
8. Teacher Freedoms
9. Discrimination in Employment
 - Title VII: Discrimination
 - Pregnancy and Public School Employment
 - Family and Medical Leave Act (FMLA)
10. Recruitment, Tenure, Dismissal, and Due Process
11. The Instructional Program and School Attendance
12. School Desegregation
 - Brown II Implementation
 - Free Transfer and Freedom of Choice Program
13. Public School Finance

Course Requirements:

1. Create a personal guide of both foundational and current legal issues
2. Draft Policy development
3. Analysis of Specified Board Policies
4. Journal and reflections of current legal issues in schools
5. Participate in Case Studies
6. Professional Learning Teams Project

Assignment specifics are in IL 707: Law, Policy, and Governance in the Angelearning System.

Field Experiences:

52.01(3)(c);53.01(3)(a)4

Each candidate shall engage in meaningful P-12 school-based experiences related to course content as designed by the instructor, P-12 partner(s), and candidate.

Grading System:

Multiple assessments will be utilized to determine the final grade. Project rubrics are available in LiveText. Determination of final grade is the responsibility of the professor.

A=360 – 400 points

B=320 – 359 points

C=280 – 319 points

F=below 280 points

Assignment 2

First 4 Issues Summaries 50 points

Second 4 Issues Summaries 50 points

Assignment 3

Chapter Terms 100 points

Assignment 4

Students First Act 100 points

Assignment 5

School District Bullying Policies 100 points

UNA Attendance Policy:

Regular and punctual attendance at all scheduled classes and activities is expected of all students and is regarded as integral to course credit. Each student is directly responsible to the individual professor for absences and for making up work missed. Particular policies and procedures on absences and makeup work are established for each class, are announced by the professor at the beginning of the term, and for excessive absences, may provide for appropriate penalties including reduction in grades or ultimate dismissal from class with a failing grade. Official written excuses for absences are issued only for group absences incurred in connection with required regularly scheduled university-sponsored activities such as intercollegiate athletics (see University of North Alabama Athletic Manual for further requirements) and special performances. For all other types of group or individuals absences, including illness, authorization or excuse is the province of the individual professor. Whenever a student's cumulative absences for any reason- excused or unexcused- exceed the equivalent of four weeks of scheduled classes and activities (one week in each four-week session or two weeks in the eight-week summer term), no credit may be earned for the course. When extended absences are caused by illness or similar extraordinary conditions, the student has recourse to the official withdrawal procedure and the WP-WF options provided therein; otherwise, the grade reported will be F.

UNA Policy for Students with Disabilities:

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Developmental Services prior to the beginning of the semester to initiate the accommodation process and to notify instructors within the first three class meetings to develop an accommodation plan. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Developmental Services.

**UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION**

CONCEPTUAL FRAMEWORK

*“Engaging Learners,
Inspiring Leaders,
Transforming Lives”*



The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P-12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission –

“Changing lives. Creating futures.”

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

“Knowledgeable Practicing Professionals”

who:

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth
3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;
4. Use technology to support assessment, planning and instruction for promoting student learning;
5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance, and personal growth.

Graduates of the University of North Alabama’s College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students to learn.

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Syllabus Contract:

I have received a copy of the syllabus. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in the syllabus.

Signature

Date

Personal Information

Name _____

Address _____

Phone # _____

E-mail address _____

Major _____

STUDENTS FIRST ACT OF 2011: PROJECT

The number of laws impacting education in Alabama typically increases each year as the legislature passes new educational laws. One recent law is the Students First Act of 2011 which drastically changed the personnel guidelines and processes that had existed for decades. A copy of the law is located in the lesson four folder.

Spend the time necessary to become familiar with the specifics of this law. Pay particular attention to the sections that detail the following:

- Who is covered/not covered
- What is protected
- Non-renewals and Terminations
- Reassignments and Transfers
- Terminations: Certificate Actions
- Suspensions
- Partial Cancellations and Reduction in Force

Assignment – Create a Prezi presentation that details and explains the Students First Act of 2011 including the sections listed above. Post your presentation in the drop box folder. **You will also be required to post your presentation to Livetext posted on November 10th.**

BULLYING/CYBERBULLYING PROJECT: SCHOOL BOARD POLICY ANALYSIS

In this assignment, pretend you have been given the assignment of reviewing your district's current bullying/harassment policy to see if revisions are needed to bring the policy in-line with current rulings.

First, obtain a copy of your district's current bullying/harassment policy, digital version if possible.

Second, print the "new set of guidelines" article (produced by the American Jewish Committee and the Religious Freedom Education Project/First Amendment Center as well as several other organizations) available at <http://www.edweek.org/media/harassmentfree-33bully.pdf>.

Thirdly, research current bullying/harassment rulings and findings.

Next, analyze your policy against the "new guidelines" and the information obtained in your research of the subject.

Based on this analysis, determine if your policy is current or if revisions are needed.

If revisions are needed, use your current policy as the working document.

Color code your revisions according to the following guidelines. Leave any text in your policy that needs to be deleted, but highlight the text/sections in RED.

Any additions added from the “new guidelines”, should be highlighted in GREEN.

Any additions added from your research information should be highlighted in YELLOW.

Lastly, in a thousand-word paper detail your findings and explain why or why not you felt revisions were necessary. Submit your color-coded policy draft along with your paper explanation of your revisions in one file in the Assignment 5 Drop Box.

School Board Analysis Project Rubric.

Tasks ↓	Target	Acceptable	Unacceptable
Part 1	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)
Part 2	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)
Part 3	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)
Part 4	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)
Part 5	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)

Cyber bullying Policy Manual Analysis Project Rubric.

Tasks ↓	Target	Acceptable	Unacceptable
Part 1	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	Responses lack clarity and depth and/or multiple errors in grammar, spelling or punctuation. The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)
Part 2	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)
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Students First Act of 2011 Project Rubric.

Tasks 	Target No errors in grammar, spelling or punctuation.	Acceptable Few errors in grammar, spelling or punctuation.	Unacceptable Responses lack clarity and depth and/or multiple errors in grammar, spelling or punctuation.
Part 1	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)
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