

COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Educational Administration and Counseling

Course NO: EA-755: School District Law

New: Spring 1995

Revision: Fall 1998

Revision: Fall 2000

Revision: Fall 2005



THE ADMINISTRATOR AS PROFESSIONAL EDUCATOR

I. Catalog Description and Credit Hours of the Course

A study of law that includes the basic fields of contracts, property, torts, constitutional law, and other areas of law that directly affect the educational and administrative processes of the educational system. (3)

II. Prerequisite(s):

EA-651 School Law (or permission of instructor)

III. Purposes or Objectives of the Course:

The Student will:

- A. Demonstrate basic understanding of the American system of jurisprudence. **D5.2; D5.3; P5.11**
- B. Demonstrate knowledge of the legal governance of public schools. **(11.1) D6.1**
- C. Demonstrate an understanding of the constitutional relationship of religion and church to state. **(11.1)**
- D. Demonstrate an understanding of the laws affecting school attendance.
- E. Demonstrate knowledge of the law's effect on the instructional program and school operations. **K3.7; K6.3; P3.21**
- F. Demonstrate knowledge of the constitutional issues of desegregation. **(11.1)**
- G. Demonstrate an understanding of torts in school settings.
- H. Demonstrate an understanding of governmental immunity and liability.
- I. Demonstrate knowledge of laws affecting certification, personnel contracts, and tenure. **P3.5**
- J. Demonstrate knowledge of due process rights of teachers and students. **(11.1) D6.5**

- K. Demonstrate an understanding of discrimination issues in employment.
- L. Demonstrate knowledge of the legal basis of school finance.
- M. Demonstrate knowledge of property law as it affects public schools.
- N. Demonstrate the ability to apply knowledge of common law, contractual requirements, and procedures in educational settings. (e.g., tort liability, contract administration, and formal hearings). **(11.2) P5.15**
- O. Demonstrate the ability to work within the policies, laws, and regulations enacted by local, state, and federal authorities. **(11.1) P6.4**
- P. Demonstrate the fair, wise, and consistent application of laws and procedures. **P5.16**
- Q. Demonstrate an understanding of the processes by which federal, state, and school policies are formulated, enacted, implemented, and evaluated. **(11.1, 11.4)**
- R. Demonstrate the ability to develop strategies for influencing both policy and law development. **(11.4) D6.4**

The evaluation of student performance includes the following products and/or activities and is standards based. Educational Leadership Constituent Council (ELCC) Standards and Missouri Standards for Teacher Education Programs (MoSTEP) standards follow each evaluation product or activity with the MoSTEP standards listed in parentheses.

IV. Expectations of Students:

- A. Students are expected to demonstrate a high level of mastery of the materials presented in the course.
- B. Students are expected to be prepared to discuss reflectively the relevant textbook and other written materials announced prior to a course period.
- C. Students are expected to complete written assignments in the prescribed format.
- D. Students are expected to take examinations covering the presented body of knowledge.
- E. Students are expected to inform the instructor if they need physical or educational assistance due to a disability or any other reason which may cause them to be disadvantaged in the course.

V. Course Content or Outline:

Class Hours

- | | |
|---|----------------------------|
| <ul style="list-style-type: none"> A. An overview of the legal system as it relates to education and schooling. B. Legal issues impacting the instructional program and school operations. C. Religion, church and the schools | <p>2</p> <p>3</p> <p>4</p> |
|---|----------------------------|

D.	Desegregation and affirmative actions	4
E.	Torts in educational settings	4
F.	Governmental immunity and officers and employees liability	6
G.	The law of certification, contracts, and tenure	6
H.	Constitutional and statutory due process rights of teachers and students.	6
I.	Fair employment and discrimination	4
J.	Legal basis of school finance	3
K.	Public school property law	3
	TOTAL	45

VI. Textbook(s):

Alexander, K. & Alexander, D.M. (2005). *American public school law* (6th ed.). New York, NY: West Publishing.

VII. Basis for Student Evaluation and Performance Outcomes:

The weight of evaluation criteria may vary at the discretion of the instructor and will be indicated at the beginning of each course.

Grading scale: A= 92%- 100%; B= 80%-91%; C=75%-79%; Less than 75% constitutes a course failure. The evaluation of student performance includes the following products and/or activities:

- A. Examinations
- B. Written Assignments
- C. Class Preparation and Participation

VIII. Knowledge Base References:

Alexander, K. & Alexander, D.M. (1998). *The law of schools, students and teachers in a nutshell*. St. Paul, MN: West Publishing.

Aquila F. (1995). *Education law, course outline, casenote education series*. Santa Monica, CA: Casenotes.

Deskbook encyclopedia of American school law. (2003). Rosemount, MN: Data

Research, Inc.

Essex, N. (2006). *A teacher's pocket guide to school law*. Boston, MA: Allyn & Bacon.

Fishcher, L. & Gail P.S. (1991). *School law for counselor, psychologist, and social workers* (2nd ed.). New York: Longman and Company.

Imber, M. (1993). *Education law*. New York: McGraw-Hill.

LaMorte, M. W. (1996). *School law, cases and concepts* (5th ed.). Needham Heights, MA: Allyn & Bacon.

O'Neil, R. C. & Green, E. T. (1992). *School law for the 1990's*. Westport, CT: Greenwood Press.

Schimmel, D. & Fischer, L. (1987). *The rights of parents*. Columbia, MD: National Committee for Citizens in Education.

Taylor, B. B. (1996). *Education and the law*. Santa Barbara, CA: ABC-CLIO Publishing.

The public school laws of Missouri (2005). Jefferson City, MO: Department of Elementary and Secondary Education. Charlottesville, VA: Lexis Nexis.

Underwood, J., & Webb, D. (2006). *School law for teachers: Concepts and applications*. Upper Saddle River, NJ: Pearson Education, Inc.

Valente, W. D. (1994). *Law in the schools*. Upper Saddle River, NJ: Merrill Publishing.

IX: Academic Dishonesty:

Academic dishonesty is an offense against the University. A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus academic dishonesty is not only a basis for disciplinary action but is also relevant to the evaluation of the student's level of performance. Academic honesty requires that students do not cheat, or knowingly assist another to do so. Other unacceptable behavior includes plagiarism, which is submission of someone else's work as their own, and the unauthorized access to or changing of grades or examination. As required by Southeast Missouri State University policy, instructors must report cases of academic dishonesty (Southeast Missouri State University-Code of Student Conduct). Refer to: <http://www6.semo.edu/judaffairs/code.html>

X. Disabilities Act:

If a student needs accommodations because of a disability, if a student should have emergency medical information to share with the instructor, or if a student needs special arrangements in case the building must be evacuated, please inform the instructor immediately. Please see the instructor privately after class, or in the instructor's office. To request academic accommodations (for example, a note taker), students must contact Services for Students with Disabilities. It is the campus office responsible for reviewing documentation provided in cooperation with students and instructors, as needed and consistent with course requirements. Refer to:<http://www.semo.edu/cs/services/disability.htm>

DEPARTMENTAL APPROVAL DATE: 9/22/05

COLLEGE COUNCIL APPROVAL DATE: 10/20/05