



**Beverly Taylor Sorenson College of Education
and Human Development**

351 West University Blvd.
Cedar City, UT 84720

EDUC 6740-70Y, 71Y, 72Y, 73Y – School Law

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Office Hours:	Arranged	E-Mail:	klag@suu.edu
Credit Hours:	3	Course Dates:	January 7 - April 26, 2019

Zoom Class Meetings: Four Zoom Sessions Required: Tuesday, Jan. 8 - 4:30 – 6:00 pm, Feb. 5 - 4:30 – 6:00 p, Mar. 5 - 4:30 – 6:00 pm, and Apr. 9 - 4:30 – 6:00 pm

The course is delivered in a “hybrid teaching model.” We will meet via Zoom Interactive Conferencing on the dates noted above. If you miss this session, it will be recorded and posted in Canvas shortly after the session has taken place. To access ‘Zoom’ you will need to go to zoom.us and connect to our session using the following link: <https://zoom.us/j/3433383704>

You will need to have a computer/tablet/phone with a camera. It is best to be hard-wired to your internet access as wireless connections are often not reliable. If you miss a session, it will be recorded and posted in Canvas Course Module under the date it was held.

We will also have ongoing dialogue, activities, and assignments each week through the Canvas eLearning System. (If you have not used Canvas before there is a tutorial that will help you navigate through the system.)

Disclaimer: Any information, personal opinions, beliefs, or legal interpretations given by the professor are not given as legal advice or counsel. They are for discussion purposes for this class only.

In discussing any legal case or situation in Utah or otherwise, no names or districts will be mentioned unless they are a high-profile or publicly reported case.

Because all facts and information are rarely present or available (especially from the media), interpretation of legal actions or decisions made by school district personnel will be limited.

Course Description:

This course provides an introduction to legal foundations for public education, investigating district policy, state board rule, state and federal statutes and case law.

Course Goals / Student Learning Outcomes:

As a result of participation in this course, students should:

1. Understand the historical, philosophical, psychological, and cultural influences that affect legal decisions in the public schools.
2. Students will be provided opportunities that will assist them in exercising discretion in making rational and legally defensible decisions that affect students and school personnel.
3. Students will explore how to develop sound, well-developed policies, rules, and regulations governing aspects of school operations.
4. Students will be provided with a comprehensive and practical knowledge of relevant legal issues that affect the organization and administration of public schools.

Alignment to Utah Effective Leadership Standards

5A1: Models personal and professional ethics, integrity, justice, and fairness and expects the same of others. **(AAA #1)**

6A-1: Facilitates constructive discussions with the public about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes. **(Final UELS Performance Assessment)**

6B-1: Operates consistently to uphold and influence federal, state, and local laws, policies, regulations, and statutory requirements in support of learning for all students. **(AAA #3)**

Required Text: No text is required this semester. All readings, course materials, and assignments are found in the Canvas Course Modules

Student Learning Outcomes/Goals, Activities, and Assessments:

Student Learning Outcomes/Goals	Learning Activities	Assessment Methods
1. Understand the historical, philosophical, psychological, and cultural influences that affect legal decisions in the public schools.	<ul style="list-style-type: none"> • Canvas Course Modules • Zoom Class Sessions • Lecture/Seminar • Electronic Discussion Postings • Think-Pair-Share Activities • Interactive Group Discussions • Trends and Issues - Reading Assignments • Textbook Readings • Professional Research & Writing • Web Quests • PowerPoint Presentations • Films and Video Presentations 	<p>Four Applied Administrative Assignments (LEAD)/Applied Law Assignments (M.Ed.)</p> <p>Eleven Discussion Question Postings</p> <p>Ten Law Case Analyses</p> <p>Four Professional Article Reflections</p> <p>Attendance and Participation at Zoom Class sessions with verification</p>
2. Students will be provided opportunities that will assist them in exercising discretion in making rational and legally defensible decisions that affect students and school personnel.	<ul style="list-style-type: none"> • Canvas Course Modules • Zoom Class Sessions • Lecture/Seminar • Electronic Discussion Postings • Think-Pair-Share Activities • Interactive Group Discussions • Trends and Issues - Reading Assignments • Textbook Readings • Professional Research & Writing • Web Quests • PowerPoint Presentations • Films and Video Presentations 	<p>Four Applied Administrative Assignments (LEAD)/Applied Law Assignments (M.Ed.)</p> <p>Eleven Discussion Question Postings</p> <p>Ten Law Case Analyses</p> <p>Four Professional Article Reflections</p> <p>Attendance and Participation at Zoom Class sessions with verification</p>

<p>3. Students will explore how to develop sound, well-developed policies, rules, and regulations governing aspects of school operations.</p>	<ul style="list-style-type: none"> • Canvas Course Modules • Zoom Class Sessions • Lecture/Seminar • Electronic Discussion Postings • Think-Pair-Share Activities • Interactive Group Discussions • Trends and Issues - Reading Assignments • Textbook Readings • Professional Research & Writing • Web Quests • PowerPoint Presentations • Films and Video Presentations 	<p>Four Applied Administrative Assignments (LEAD)/Applied Law Assignments (M.Ed.)</p> <p>Eleven Discussion Question Postings</p> <p>Ten Law Case Analyses</p> <p>Four Professional Article Reflections</p> <p>Attendance and Participation at Zoom Class sessions with verification</p>
<p>4. Students will be provided with a comprehensive and practical knowledge of relevant legal issues that affect the organization and administration of public schools.</p>	<ul style="list-style-type: none"> • Canvas Course Modules • Zoom Class Sessions • Lecture/Seminar • Electronic Discussion Postings • Think-Pair-Share Activities • Interactive Group Discussions • Trends and Issues - Reading Assignments • Textbook Readings • Professional Research & Writing • Web Quests • PowerPoint Presentations • Films and Video Presentations 	<p>Four Applied Administrative Assignments (LEAD)/Applied Law Assignments (M.Ed.)</p> <p>Eleven Discussion Question Postings</p> <p>Ten Law Case Analyses</p> <p>Four Professional Article Reflections</p> <p>Attendance and Participation at Zoom Class sessions with verification</p>

EDUC 6740 – Tentative Course Overview

Module	Course Readings & Activities	Assignments	Law Case Analyses	Discussion Questions
1 Jan. 7 - 12	<p>Review Welcome Letter & Course Syllabus</p> <p>Readings in Canvas Module 1:</p> <p>Challenge of Being Remarkable</p> <p>Code of Ethics for Educators</p> <p>NEA Code of Ethics</p> <p>Document: Guidelines for Discussion Board Writing</p> <p>Document: Discussion Board Etiquette</p>	<p>Respond to Professor Due Jan. 12</p> <p>Zoom Session # 1 Tuesday, Jan. 8 4:30 – 6:00 pm</p> <p>Go to the following link: https://zoom.us/j/3433383704</p> <p>Zoom Verification Due Jan. 12</p> <p>AAA/ALA #1 – Personal Code of Ethics Internship/Collaboration Hours towards AAA #1 (See Syllabus and Canvas Course for Details) Due Jan. 12</p>	No Case Analysis	<p>DQ #1 - Please introduce yourself. State what is your current assignment. Briefly state what issues in school law interest you the most. Please remember to follow the guidelines for Discussion Topic Postings as described in the course syllabus.</p> <p>Due Jan 12</p>
2 Jan. 13-19	<p>Readings in Canvas Module 2:</p> <p>Understanding Important Legal Terms</p> <p>Legal Framework for Education – Lunnenberg</p> <p>Legal Framework for Education.PPT</p> <p>Legally Defensible Models of Leadership</p> <p>Writing School Policies and Procedures</p> <p>What Every Teacher Should Know About School Law</p> <p>Covey’s Seven Habits</p>	<p>Law Terms Quiz</p> <p>Due Jan. 19</p>	<p>LCA #1 - Leadership Qualities for Teachers and Administrators</p> <p>Due Jan. 19</p>	<p>DQ #2 - Developing sound, legally defensible school policies, practices, and procedures is critical for school and districts. Please share one school policy, practice, or procedure that you believe is in need of review and revision. What are current issues with the one you selected? What net steps would you take to resolve or improve the situation? (Please refer to information that is provided in Module 2)</p> <p>Due Jan. 19</p>
3 Jan. 20 - 26	<p>Readings in Canvas Module 3:</p> <p>Recruiting and Retaining High-Quality Teachers.PPT</p> <p>Best Hiring Practices - Overview</p> <p>Key Hiring Guidelines</p> <p>Hiring Good Teachers</p> <p>Tenure, Dismissal, & Due Process.PPT</p> <p>Discrimination in Employment.PPT</p>	<p>AAA/ALA #2 – Policies and Procedures Handbook Assessment</p> <p>Internship/Collaboration Hours towards AAA #2 (See Syllabus and Canvas Course for Details)</p> <p>Due Jan. 26</p>	<p>LCA #2 - Discrimination in Employment - Sexual & Racial Discrimination</p> <p>Due Jan. 26</p>	<p>DQ #3 - Many school districts in Utah are facing teacher shortages or lack of qualified teachers. What is being done, or could be done in your district, to recruit or retain high-quality teachers? (Please refer to information that is provided in Module 3.)</p> <p>Due Jan. 26</p>
4 Jan. 27 – Feb. 2	<p>Readings in Canvas Module 4:</p> <p>Freedom of Expression</p> <p>Teacher Rights</p> <p>Teacher Freedoms</p> <p>CCSD Dress Code Policy</p> <p>Copyright Issues for the Unsuspecting School District</p> <p>Copyright</p> <p>Educators Guide to Copyright</p>	<p>Article Reflection # 1</p> <p>“The Extent and Limitations of Teachers’ Rights”</p> <p>(See Syllabus and Canvas Course for Details)</p> <p>Due Feb. 2</p>	<p>LCA #3 – Teacher Freedoms – The Right to Privacy</p> <p>Due Feb. 2</p>	<p>DQ #4 – Well-meaning teachers have been known to beg, borrow, or steal materials or resources to promote and enhance instruction in their classroom. This could include copying pages out of a workbook for a student, using a DVD from Redbox, or duplicating sheet music for a vocal group. All of these push the boundaries of copyright infringement. What does your district or school do to educate teachers on copyright policy? What allowances do teachers have under Fair Use Guidelines?</p> <p>(Please refer to information that is provided in Module 4.)</p> <p>Due Feb. 2</p>

Module	Course Readings & Activities	Assignments	Law Case Analyses	Discussion Questions
5 Feb. 3 - 9		<p>Zoom Session # 2 Tuesday, Feb. 5 4:30-6:00pm</p> <p>Go to the following link: https://zoom.us/j/3433383704</p> <p>Zoom Verification Due Feb. 9</p>	No Case Analysis	No Discussion Question
6 Feb. 10 - 16	<p>Readings in Canvas Module 6:</p> <p>School Personnel & Liability</p> <p>FERPA</p> <p>FERPA Guidelines</p> <p>Liability & Student Records</p> <p>Medication Administration</p>		<p>LCA #5 – Due Process</p> <p>Due Feb. 16</p>	<p>DQ #5 - The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. Generally, schools must have written permission from the parent or an eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent in some situations. Please list 3 parties or conditions in which records can be released. What type of FERPA training have you received in your school? (Please refer to information that is provided in Module 6.)</p> <p>Due Feb. 16</p>
7 Feb. 17 - 23	<p>Readings in Canvas Module 7:</p> <p>Sample School District Anti-Harassment Policy</p> <p>Nebo SD Harassment Policy</p> <p>Defamation</p> <p>What is Bullying?</p> <p>Dealing with Cyber-bullying in Schools</p>	<p>Article Reflection # 2</p> <p>“How to Develop the Situational Awareness of Jason Bourne”</p> <p>(See Syllabus and Canvas Course for Details)</p> <p>Due Feb. 23</p>	<p>LCA #6 - Defenses for Defamation Involving School Personnel</p> <p>Due Feb. 23</p>	<p>DQ #6 - Bullying, especially cyber-bullying, is becoming epidemic in many schools. Please describe what is being done in your school to combat this. What is being done to educate students and parents regarding this? What actions are taken if students are found cyber-bullying?</p> <p>(Please refer to information that is provided in Module 7.)</p> <p>Due Feb. 23</p>
8 Feb. 24 – Mar. 2	<p>Readings in Canvas Module 8:</p> <p>Students, Law, & the Schools.PPT</p> <p>Student Rights at School</p> <p>CCSD _ Dress Code Policy</p> <p>What Are Your Rights in School – YouTube</p> <p>Can a public school legally censor a school-sponsored publication like a newspaper or yearbook?</p>		<p>LCA #7 - Dress and Appearance / Freedom of Expression</p> <p>Due Mar. 2</p>	<p>DQ #7 – Schools often sponsor newspapers, yearbooks, anthologies of student writing and art exhibits. Students are involved in the development and promotion of these. Occasionally controversial, provocative, or divisive information or materials become noticed. What rights do schools have to oversee and limit or censor such? Are you aware of any situation like this that has occurred in our school? Briefly state the problem and how it was handled.</p> <p>(Please refer to information that is provided in Module 8.)</p> <p>Due Mar. 2</p>
9 Mar. 3 - 9		<p>Zoom Session # 3 Tuesday, Mar. 5 4:30 – 6:00pm</p> <p>Go to the following link: https://zoom.us/j/3433383704</p> <p>Zoom Verification Due Mar. 9</p>	No Case Analysis	No Discussion Question
Mar. 10 - 16	Spring Break – No Classes			

Module	Course Readings & Activities	Assignments	Law Case Analyses	Discussion Questions
10 Mar. 17-23	Readings in Canvas Module 10: Individuals with Disabilities.PPT The 7 Steps of the IEP Process Disabilities in the Classroom At a Glance – SPED Laws What is IDEA? Laws for those with disabilities	AAA/ALA #3 – Rights & Services for Individuals with Disabilities (See Syllabus and Canvas Course for Details) Internship/Collaboration Hours towards AAA #3 Due Mar. 23	LCA #9 - Inclusion Due Mar. 23	DQ #9 – Individualized Education Plans (IEP) are a requirement for every child receiving special education and related services in the public school system. The 7 step IEP process should be individualized and fair, and the resulting plan should be used to outline the steps, goals and personalized learning needed for that particular child to reach their excellence. Of the 7 steps of the IEP process, the one that often comes under scrutiny is annual evaluations and reviews. What does your school do to ensure that annual IEP reviews are conducted? What steps are taken if annual reviews suggest change or modifications to the IEP? (Please refer to information that is provided in Module 11.) Due Mar. 23
11 Mar. 24-30	Readings in Canvas Module 11: School Discipline 101 – Due Process Due Process – Article In-School Suspension: A Learning Tool Search & Seizure – Article Search & Seizure – Due Process	Article Reflection # 3 “The Right to Search Students” (See Syllabus and Canvas Course for Details) Due Mar. 30	LCA #8 - Search and Seizure - Rights of Parents in Terms of Notification Mar. 30	DQ #8 – Students who are disruptive or who violate certain school policies or practices can be suspended from school. Rather than send students home, many schools are opting for “In-School” suspensions where students stay at school in specified locations with supervision. Does your school have an In-School Suspension Program? What are the basic premises for its operation? What challenges or successes have you seen? (Please refer to information that is provided in Module 10.) Due Mar. 30
12 Mar. 31 – Apr. 6	Readings in Canvas Module 12: Student Supervision Guidelines Warning Signs of Youth Violence Comprehensive Safe Schools Checklist School Safety – Threat Analysis NCPC – School Safety Toolkit Crisis Response Utah School Preparedness Guidelines Emergency Operations Master Plan Provo School District Emergency Response Plan Suicide Prevention Preventing Youth Suicide Hope Squads – Utah Hope Squad.com	AAA/ALA #4 – Safe Schools Plan (See Syllabus and Canvas Course for Details) Internship/Collaboration Hours towards AAA #4 Due Apr. 6	LCA #10 – Safe Schools – Zero Tolerance Policies Due Apr. 6	DQ #10 – School violence, bullying, suicides, and emergency preparedness are all critical issues to be faced by school officials. However, while these are tragic and high-profile events, many students are injured at school due to dangers on school grounds, inadequate school supervision before, during, and after school, and a host of situations and circumstances throughout the school day that presents risks to students and others. Who ensures that the school grounds and facility is free of any hazards, nuisances, or risks that could harm or injure individuals? What is the reporting process when such risks are identified? What specific risks or dangers are you aware of that exist in or around your school? (Please refer to information that is provided in Module 12.) Due Apr. 6

Module	Course Readings & Activities	Assignments	Law Case Analyses	Discussion Questions
13 Apr. 7 - 13		<p>Zoom Session # 4 Tuesday, Apr. 9 4:30-6:00pm</p> <p>Go to the following link: https://zoom.us/j/3433383704</p> <p>Zoom Verification Due Apr. 13</p>		
14 Apr. 14 - 20	<p>Readings in Canvas Module 14:</p> <p>Religion & the Schools.PPT</p> <p>Teacher's Guide to Religion</p> <p>First Amendment in Schools</p> <p>Article: Public schools shouldn't preach. But they should teach kids about religion.</p>	<p>Course Evaluation</p>	<p>LCA #11- Religious Materials at School</p> <p>Due Apr. 20</p>	<p>No Discussion Question</p>
15 Apr. 21 - 26	<p>Readings in Canvas Module 15:</p> <p>Article: Has the Threat of Lawsuits Changed Our Schools?</p> <p>Jordan School District Policy Manual</p> <p>Educational Malpractice</p> <p>Educational Malpractice 2</p> <p>Site-Based Decision Making</p>	<p>Article Reflection #4</p> <p>"Has the Threat of Lawsuits Changed Our Schools?"</p> <p>Due Apr. 26</p> <p>Alignment to Utah Effective Leadership Standards (By Professor)</p> <p>Due Apr. 20</p>	<p>None this week</p>	<p>DQ #11</p> <p>Now that this course is coming to a close, please reflect back over this semester and select one thought, idea, strategy, or message that resonated with you as being significant?</p> <p>Why do you feel so strongly about this? How do you think this idea will make you a better principal?</p> <p>Due Apr. 26</p>

Assignments:

Any assignment can be submitted early. All assignments should be uploaded and submitted in Microsoft Word or PDF format. Assignments will not be scored until after the due date of the assignment.

Assignments submitted late, from 1 to 6 days beyond the due date, will be subject to a point reduction. Work that is submitted [one week late or later](#) will be not be accepted unless prior arrangement has been approved. All late work will need to be submitted to my personal email (ktag@suu.edu). Procrastination will hurt you in a professional setting. It will also hurt your scores in this course. If you are having difficulty getting assignments turned in, please notify me as soon as possible.

The Use of Bullet Points in Graduate Writing

At SUU, effective graduate writing must be concise, well organized, and formatted to ensure ease of reading when scanning a document for key information. In this course, the use of bullet points is encouraged when responding in Discussion Questions, Chapter Reflections, Article Reflections, and other assignments. Bullet points can help you as a writer organize and emphasize information quickly and succinctly.

The effective use of bullet points in graduate writing can help highlight important information, direct the reader to themed lists, and improve a document's overall readability. These simple tips provide a guide for using bullet points successfully in graduate writing.

The purpose of bullet points:

- Bullet points organize thoughts and information with clear and concise content
- Bullet points draws attention to important information facts, details, and emphasizes items of significance
- Bullet points improve the ability of the reader to scan information quickly and easily
- Bullet points communicates information effectively and efficiently

How to use bullet points:

- Keep bullet pointed information short; each element in the list should be no more than two lines in length
- Make all bullet points approximately the same length and ensure that the format is consistent within each list
- Your bullets will be easier to read and understand if you put them in parallel form. Parallel form means that all items listed in a series begin with the same part of speech, are approximately the same length, and are given a similar format. It does not matter which grammatical construction you use in listing as long as you are consistent. Action verbs are a good way to begin items in a list.

Example: • *Collecting anecdotal comments helps teachers track student behavior.*

- Use a strong heading or prompt to group related items together
- Use the same font and margin width for each bullet point
- Use periods at the end of each line only if they are complete sentences

As with any formatting technique, overusing bullet points can detract from the overall goal in writing and formatting a document. Bullet points should highlight important information only. Use them wisely to emphasize key information.

Course Requirements and Scoring Rubrics:

- 1. Respond to Professor (10 points):** By **January 12**, reply to course Welcome Letter through the Assignment Drop Box. The main purpose of this response is to ensure you are able to enter the Canvas eLearning System and to become acquainted with you. Successful submission by the due day is **10 points**.
- 2. Law Term Quiz (30 points):** A short law term quiz will be given to assess your understanding of important law concepts and principles.

3. Professional Dispositions/Attendance at Zoom Sessions (40 points): These points will come from your attendance and participation at the required Zoom sessions. Points will also be determined by the professor in regards to your professional conduct during the class, your commitment to the course, and your communications with the instructor, as well as other students.

To earn credit you must speak and contribute to the discussion during each Zoom session. (Because multiple sections of school law will be attending each session, it may be a challenge for everyone to do this. We will try and accommodate this as best we can. We will talk about this at our first Zoom session.) You must also notify the professor that you were in attendance using the Zoom Verification Assignment Drop Box in Canvas for the designated session.

Zoom Session 1	Zoom Session 2	Zoom Session 3	Zoom Session 4
Topics: Code of Ethics, Intro. To School Law, Legal Terms, Creating Legally Defensible Policies, Employment, Hiring, and Dismissal	Topics: Teacher Rights & Freedoms, Copyright, School Personnel & Liability, FERPA, Discrimination, Defamations, and Harassment	Topics: Student Rights and Freedoms, Dress Codes, Censorship, Discipline, Due Process, Search & Seizure, Individuals with Disabilities.	Topics: School Safety, School Violence, Suicide Prevention, Religion in the Schools, Educational Malpractice, Site-based Decision-making.

The purpose of the Zoom sessions are to review course requirements and expectations as well as promote dialog, interaction, and an exchange of professional ideas. If you are not in attendance you cannot fully benefit from the session. If for some reason you are unable to attend the Zoom session you can earn credit for the session you missed by doing the following:

- A. If you miss the Zoom session, it will be recorded and posted in the Canvas Course Module when the Zoom session occurred.
- B. After the session has been viewed, students who were not able to attend the session are to submit a 1 page summary of the topics discussed during that Zoom session (bulleted ideas are fine) and a brief statement on what concept or topic has the most potential of making an impact on their current assignment. **10 Points.**

Instructions for submission: When you have participated in the Zoom session submit your attendance using the Zoom Verification Assignment Drop Box for the designated session. If you missed the session, after you have viewed it, send your response as indicated above. Please submit as a text entry or in Microsoft Word or PDF format.

4. Discussion Question Postings (11x10 =110 Points):

Student to student (colleague to colleague) online discussions can be one of the richest elements of your online course experience. Electronic discussions offer a unique opportunity to be “heard.” You don’t need to raise your hand and wait to be called on. You can think carefully about what you want to say and look it over before you post it. You can consider the contributions of your peers more thoughtfully and go back to comment again when a second reading offers clarification and a deeper understanding.

While I value your contributions to the discussions, I will not take an active part in them. This is a process that is student-driven. You have a great deal to offer and to learn from one another. You may surprise yourself with your insights, creativity and wisdom about teaching and learning through these discussions.

Discussion topic questions will come from the text and other course materials. Discussion questions begin Sunday morning and conclude Saturday night. All responses to Discussion Questions and comments to classmates are to be on the Discussion Board in Canvas. I will be evaluating your participation in the discussions and scoring them using the rubric that is provided below.

Contribution Guidelines

Consider both the quantity and quality of your contributions when responding to the Discussion Question. The quality of your contribution is more important than the length of each posting.

Ask yourself whether you did your best to engage the topic and your peers in a productive dialogue in this type of learning forum. If you have any questions about this assignment, please let me know.

In terms of quality did you:	In terms of quantity did you:
<ul style="list-style-type: none"> • Offer some alternatives? • Come up with a creative solution? • Ask good questions? • Give examples from your personal experience? • Contribute solid evidence to support your opinion? • Assist someone in clarifying his or her ideas? • Help solve a problem? • Lend support? • Challenge an idea? • Show respect? • Acknowledge and affirm someone else’s ideas? 	<ul style="list-style-type: none"> • Keep your response succinct, yet informative? • Dominate the discussion or remain too silent? • Explain yourself well? • Give good examples? • Respond to others as well as making your own comments? • Follow the posting guidelines? • Participate often?

Discussion Question Scoring Rubric

Area	2	1	0
Quality			
Content/ Substance of Response	DQ posts and comments fully explore, explain, or expand on a concept or connection	DQ posts and comments partially explore, explain, or expand on a concept or connection	DQ posts and comments does not explore, explain, or expand on a concept or connection
Professionalism of Response	DQ posts and comments are presented in a professional and respectful manner without sarcasm or snide remarks	DQ posts and comments are presented in a somewhat professional but includes some negative tones	DQ posts and comments are not presented in a professional and respectful manner
Meets Standard Conventions	DQ posts and comments are clear, concise, and well-written and are free of typos, sentence fragments, and jargon	DQ posts and comments are somewhat clear, concise, and well-written but contain some typos, sentence fragments, and jargon	DQ posts and comments are not clear, concise, and well-written and contain many typos, sentence fragments, and errors
Quantity			
Length of Posts and Comments	DQ posts and comments meet the guidelines of 150-250 words	DQ posts and comments somewhat meets the guidelines of 150-250 words	DQ posts and comments do not meet the guidelines of 150-250 words
Number of Posts and Comments	DQ posts and comments 5-7 per week	DQ posts and comments 3-5 per week	DQ posts and comments less than 3 per week

5. Law Case Analysis Assignments (150 Points):

During this course students will complete 10 Law Case Analysis Assignments. The law case analysis assignments are designed to provide practical, hands-on experiences in order to assist you in improving your abilities and knowledge of legal issues in the schools. Law Case Analysis Assignments are aligned with the course objectives and readings found in each Module. You will find them in the Assignment Folder. When completed, upload the Law Case Analysis Assignment in the correct Assignment Drop Box. (10 LCA’s @ 15 points possible for each.) Law Case Analysis Assignment Scoring Guide:

Criteria	Proficient	Basic	Inferior
Addresses the case/topic in a substantive, thoughtful, and professional manner	Develops an insightful reflective response, skillfully drawing from specific information, ideas, data, or conclusions reported in the article. Thoroughly compares and contrasts specific information relating to topics and concepts identified in the article that relate to schools and the enhancement of teaching or leadership with clarity and effectiveness. (7)	Demonstrates an emerging reflective response, though the writing may vary in terms of describing specific information, ideas, data, or conclusions reported in the article. Attempts to compare and contrast specific information relating to topics and concepts identified in the article that relate to schools and the enhancement of teaching or leadership but varies in clarity or effectiveness. (4)	Writes a minimally developed reflective response with little mention of specific information, ideas, data, or conclusions reported in the article. Little attempt to compare and contrast specific information relating to topics and concepts identified in the article that relate to schools and the enhancement of teaching or leadership with no clarity or effectiveness. (0)
Outlines how they might address this case serving in a roles as a school principal or teacher leader	Response shows strong evidence of synthesis of ideas presented and insights gained from the article. The implications of these insights for the respondent's future leadership practice are thoroughly detailed, as applicable. (5)	Response shows little evidence of synthesis of ideas presented and insights gained from the article. Few implications of these insights for the respondent's future leadership practice are presented, as applicable. (3)	Response shows no evidence of synthesis of ideas presented and insights gained from the article. No implications for the respondent's future leadership practice are presented, as applicable.(0)
Conforms to spelling and grammar conventions, etc.	Any errors in standard writing conventions are barely noticeable and do not interfere with understanding. (3)	Errors in standard writing conventions are noticeable but do not significantly interfere with understanding. (2)	Persistent errors in standard writing conventions consistently interferes with understanding and often result in a density of errors. (0)

Instructions for submission: When you have finished writing this CR and have carefully proof read it, then submit your paper to the Assignment Box as an attachment; save in Microsoft Word or PDF format.

6. Applied Administrative Assignments (L.E.A.D.)/Applied Legal Assignments (M.Ed.) (100 Points):

During this course L.E.A.D or M.Ed. candidates will complete Applied Administrative Assignments (AAA's) or Applied Legal Assignments (ALA's) as part of the course requirements. These assignments are designed to provide practical, hands-on experiences in order to assist in improving your knowledge, abilities and skills. These assignments are aligned with either the ISLLC Standards and the Praxis Topics (L.E.A.D) or Utah Effective Teaching Standards (UELS). Completing these assignments for this course will also provide the Leadership or M.Ed. Candidate with 10 Internship/Collaboration Hours. You will find these assignments in specific Modules throughout the course. Download the template and complete the assignment, then upload the completed Applied Administrative Assignments in the correct Applied Administrative Assignment. (4 AAA's or ALA's @ 25 points possible for each.) The following Scoring Rubric will be used to score the Applied Administrative Assignments.

Criteria	Proficient	Basic	Inferior
Alignment to ISSLIC/Praxis or UETS Standards	Fully Meets Criteria (5)	Minimally Meets Criteria (3)	Does Not Meet Criteria (0)
Responds to All AAA/ALA Prompts	Fully Meets Criteria (5)	Minimally Meets Criteria (3)	Does Not Meet Criteria (0)
Internship/Collaboration Hours Component	Fully Meets Criteria (5)	Minimally Meets Criteria (3)	Does Not Meet Criteria (0)
Personal Reflection	Fully Meets Criteria (5)	Minimally Meets Criteria (3)	Does Not Meet Criteria (0)
Citations and Documentation	Fully Meets Criteria (5)	Minimally Meets Criteria (3)	Does Not Meet Criteria (0)

Instructions for submission: When you have finished writing this AAA/ALA and have carefully proof read it, then submit your paper to the Assignment Box as an attachment; save in Microsoft Word or PDF format.

7. **Article Reflection Assignments (4 x 30 Points = 120 Points):**

The Article Reflection Assignments are designed to provide students with an opportunity to analyze and reflect upon published articles on topics of current importance to school administrators and leaders. This reflection and analysis is designed to assist you in improving your abilities and knowledge of administrative skills and roles as well as assist you in becoming more professional in your writing. Article Reflections should be no more than 2 pages, double-spaced with 1 inch margins, following the prompts located on the Article Reflection Template.

These Article Reflections are located in specific Course Modules. Download the template and complete the assignment, then upload the completed Article Reflection in the appropriate drop box. The course professor will also score your article reflection using the scoring rubric. The Article Reflection Assignment Rubric Scoring Guide is attached below.

Instructions for submission: When you have finished writing this reflection and have carefully proof read it, then submit your paper to the Assignment Box as an attachment; save in Microsoft Word or PDF format.

Template for Article Reflections

In responding to this article, please do so in a professional yet succinct manner. This is not a creative writing assignment. Respond directly to the prompts listed on the template. Review the scoring rubric for this assignment so you know the areas you will be evaluated. Reflection should be written in 2 pages or less, double-spaced, 3/4 " or less page margins. Please include the Bold Headings in your response.

- A. **Title of Article, Author.**
- B. **Response and Reflection of Article:** (Ideas to consider - What was the main idea or thesis of the article? What key points or concepts were discussed? Why did the author feel this concept or topic was of importance to education and especially to educational leaders?)
- C. **Synthesis and Application:** (Ideas to consider - As you anticipate your future role as a school administrator, how would the concepts or ideas related in the article impact your school? What impact would the premises of the article have on student learning and achievement? What impact would the premises of the article have on teacher effectiveness and instruction? What impact would the premises of the article have on school organization, climate, culture, or operations? What impact would the premises of the article have on you as a leader?)
- D. **Implementation:** (Ideas to consider - What challenges do you see in implementing the author's concepts or ideas in your school? What might you do to counter any obstacles or challenges? Would Professional Development training be needed for your school's faculty and staff? If so, what steps would you take to ensure proper training was provided?)

- E. **Final Thoughts and Conclusion:** (Ideas to consider: Briefly summarize your thoughts and feelings regarding this article and its contents. What major ideas, concepts, or insights did you gain from this article?)

Article Reflection Rubric

Area	Advanced - 4	Proficient - 3	Basic - 2	Inferior - 1
Depth of Reflective Response	Develops an insightful reflective response, skillfully drawing from specific information, ideas, data, or conclusions reported in the article. Thoroughly compares and contrasts specific information relating to topics and concepts identified in the article that relate to schools and the enhancement of teaching or leadership with clarity and effectiveness.	Develops an appropriate reflective response, drawing from specific information, ideas, data, or conclusions reported in the article. Compares and contrasts specific information relating to topics and concepts identified in the article that relate to schools and the enhancement of teaching or leadership with clarity and effectiveness.	Demonstrates an emerging reflective response, though the writing may vary in terms of describing specific information, ideas, data, or conclusions reported in the article. Attempts to compare and contrast specific information relating to topics and concepts identified in the article that relate to schools and the enhancement of teaching or leadership but varies in clarity or effectiveness.	Writes a minimally developed reflective response with little mention of specific information, ideas, data, or conclusions reported in the article. Little attempt to compare and contrast specific information relating to topics and concepts identified in the article that relate to schools and the enhancement of teaching or leadership with no clarity or effectiveness.
Organization	Effective organization; maintains consistent focus on the topic, has a logical organizational flow of ideas and conveys a sense of unity and completeness in the reflection.	Maintains sufficient focus on the topic, has a logical organizational flow of ideas and conveys a sense of unity and completeness in the reflection although some inconsistencies occur in the reflection.	Demonstrates an inconsistent focus on the topic, shows an attempt at an organizational flow of ideas, but may ramble or be too choppy in the presentation of the reflection.	Demonstrates little or no focus, has little evidence of an organizational flow of ideas or any unity or completeness in the reflection.
Style and Ideas	Holds the reader's attention, demonstrates in-depth understanding of topic, rich with significant supporting details. Provides mature transitions that serve to clearly connect ideas and includes sentences or phrases of varied length and structure.	Main idea expanded with supporting details, demonstrates sufficient understanding of topic. Provides effective transitions to connect ideas, but they may be functional rather than skillful; includes sentences, or phrases that are somewhat varied in length and structure.	Identifiable main idea with some supporting details, but may include extraneous or loosely related materials. Emerging use of transitions, but they may be weak or inconsistent, and shows limited variety in sentence length and structure; may include simple, choppy sentences.	Main idea is unclear, few supporting details which may be inconsistent or interfere with the meaning of the text. Fails to consistently provide transitions and has little or no variety in sentence length and structure.
Synthesis and Application	Response shows strong evidence of synthesis of ideas presented and insights gained from the article. The implications of these insights for the respondent's future leadership practice are thoroughly detailed, as applicable.	Response shows evidence of synthesis of ideas presented and insights gained from the article. The implications of these insights for the respondent's future leadership practice are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained from the article. Few implications of these insights for the respondent's future leadership practice are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained from the article. No implications for the respondent's future leadership practice are presented, as applicable.
Conventions	Any errors in standard writing conventions are barely noticeable and do not interfere with understanding. (Spelling, grammar, punctuation, etc.)	Errors in standard writing conventions are noticeable but do not significantly interfere with understanding. (Spelling, grammar, punctuation, etc.)	A variety of errors in standard writing conventions may occasionally make reading slow and may somewhat interfere with understanding. (Spelling, grammar, punctuation, etc.)	Persistent errors in standard writing conventions consistently interferes with understanding and often result in a density of errors. (Spelling, grammar, punctuation, etc.)

8. Alignment to Utah Effective Leadership Standards (12 points.)

You do not need to do anything for this assignment. In order to collect accreditation data for SUU's L.E.A.D Program, at the end of this course the professor will rate your effectiveness as it relates to the UELS standards used in this course. This effectiveness rating has no relationship to your grade. It will only be used for accreditation purposes.

Total Points Possible: 572

Grading Scale:

Completion of assignments and active participation with classmates on the Canvas e-Learning Discussion Board each week are required of students enrolled in this course. Completed assignments are to be submitted to the Assignment Drop Box in Canvas by the required due dates. Assignments will be reviewed and scored by the instructor with scoring results sent to students. All assignments must be submitted in order to receive a grade. Attendance and participation are essential components of the course. Percentages for grades are as follows:

100-95 -	A
94-90 -	A-
89-87 -	B+
86-83 -	B
82-80 -	B- (Any grade below a B will be considered failing.)

Supplemental Materials and Information:

Included in the on-line version of this course a variety of supplemental materials and information is provided that may be helpful to the student in clarifying course content or assignments.

Academic Integrity:

Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood the current issue of the student handbook (published by Student Services) regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior.

ADA Statement:

Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations or auxiliary aids will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD), in Room 206F of the Sharwan Smith Center or phone (435) 865-8022. SSD determines eligibility for and authorizes the provision of services.

Emergency Management Statement:

In case of emergency, the University's Emergency Notification System (ENS) will be activated. Students are encouraged to maintain updated contact information using the link on the homepage of the *mySUU* portal. In addition, students are encouraged to familiarize themselves with the Emergency Response Protocols posted in each classroom. Detailed information about the University's emergency management plan can be found at <http://www.suu.edu/emergency>

HEOA Compliance Statement:

The sharing of copyrighted material through peer-to-peer (P2P) file sharing, except as provided under U.S. copyright law, is prohibited by law. Detailed information can be found at <http://www.suu.edu/it/p2p-student-notice.html>.

Student Assessment Notification System: Southern Utah University has created an early alert program (SANS) designed to provide tutoring and other resources to students in need. Should you receive a SANS notification, please take advantage of the support offered. The SANS program may be used to provide additional resources as well as recognition for quality academic performance.

Program Fees:

Program fees charged for this course are designed to maintain high quality programming, equipment, materials, supplies, and services for students in the College of Education and Human Development at Southern Utah University. A detailed list of expenditures is available in the Dean's Office.

Make-up or Extra Credit Work:

For this course make-up or extra credit work will not be accepted.

Disclaimer:

Information contained in this syllabus, other than the grading, late assignments, makeup work, and attendance policies, may be subject to change with advance notice, as deemed appropriate by the instructor.

Special Needs or Emergency Situations:

If during the delivery of this course an emergency situation arises or some special need occurs that would impact your ability to maintain your course work and assignments, **please let me know immediately** so that some type of arrangement can be made to accommodate personal and course needs.

Claims, Standards, Objectives, & Assessments Alignment – Administrative License

CAEP Claims & Standards	ISLCC Standards	Educational Leadership: Administration & Supervision ETS Praxis 0411	Student Learning Outcomes	Course Assessments
1.1 Demonstrate knowledge and competency in the subject(s) they will teach.	<p>Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.</p> <p>Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p>	<ol style="list-style-type: none"> 1. Vision and Goals 3. Managing Organizational Systems & Safety 4. Collaborating with Key Stakeholders 5. Ethics and Integrity 6. The Education System 	1. Understand the historical, philosophical, psychological, and cultural influences that affect legal decisions in the public schools.	<p>Four Applied Administrative Assignments (LEAD)/Applied Law Assignments (M.Ed.)</p> <p>Eleven Discussion Question Postings</p> <p>Ten Law Case Analyses</p> <p>Four Professional Article Reflections</p> <p>Attendance and Participation at Zoom Class sessions with verification</p>
1.2 Demonstrate pedagogical competency and exhibit effective elements of teaching in the area they have chosen.	<p>Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p> <p>Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</p>	<ol style="list-style-type: none"> 1. Vision and Goals 2. Teaching and Learning 3. Managing Organizational Systems & Safety 5. Ethics and Integrity 6. The Education System 	3. Students will explore how to develop sound, well-developed policies, rules, and regulations governing aspects of school operations	<p>Four Applied Administrative Assignments (LEAD)/Applied Law Assignments (M.Ed.)</p> <p>Eleven Discussion Question Postings</p> <p>Ten Law Case Analyses</p> <p>Four Professional Article Reflections</p> <p>Attendance and Participation at Zoom Class sessions with verification</p>
1.3 Demonstrate professional and caring teaching dispositions that promote effective teaching and learning.	<p>Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</p>	<ol style="list-style-type: none"> 3. Managing Organizational Systems & Safety 4. Collaborating with Key Stakeholders 5. Ethics and Integrity 6. The Education System 	2. Students will be provided opportunities that will assist them in exercising discretion in making rational and legally defensible decisions that affect students and school personnel.	<p>Four Applied Administrative Assignments (LEAD)/Applied Law Assignments (M.Ed.)</p> <p>Eleven Discussion Question Postings</p> <p>Ten Law Case Analyses</p> <p>Four Professional Article Reflections</p> <p>Attendance and Participation at Zoom Class sessions with verification</p>

CAEP Claims & Standards	ISLCC Standards	Educational Leadership: Administration & Supervision ETS Praxis 0411	/ Student Learning Outcomes	Course Assessments
CAEP Crosscutting theme: Learning to learn.	Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.	<ol style="list-style-type: none"> 2. Teaching and Learning 3. Managing Organizational Systems & Safety 4. Collaborating with Key Stakeholders 5. Ethics and Integrity 6. The Education System 	4. Students will be provided with a comprehensive and practical knowledge of relevant legal issues that affect the organization and administration of public schools.	<p>Four Applied Administrative Assignments (LEAD)/Applied Law Assignments (M.Ed.)</p> <p>Eleven Discussion Question Postings</p> <p>Ten Law Case Analyses</p> <p>Four Professional Article Reflections</p> <p>Attendance and Participation at Zoom Class sessions with verification</p>
CAEP Crosscutting theme: Diversity (Including Multicultural perspectives and understanding).	Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.	<ol style="list-style-type: none"> 1. Vision and Goals 2. Teaching and Learning 3. Managing Organizational Systems & Safety 4. Collaborating with Key Stakeholders 5. Ethics and Integrity 6. The Education System 	4. Students will be provided with a comprehensive and practical knowledge of relevant legal issues that affect the organization and administration of public schools.	<p>Four Applied Administrative Assignments (LEAD)/Applied Law Assignments (M.Ed.)</p> <p>Eleven Discussion Question Postings</p> <p>Ten Law Case Analyses</p> <p>Four Professional Article Reflections</p> <p>Attendance and Participation at Zoom Class sessions with verification</p>
CAEP Crosscutting theme: Technology.				<p>Use of Canvas eLearning System</p> <p>All Discussion Board Assignments</p>