Course Description
Designed to explore the field of knowledge of federal, state, and local school laws pertinent to school administration and to facilitate effective decision making in this area of school administration.

Required Reference Book

Student Learning Outcomes
By the end of the course, the student (candidate) will:
• Be able to identify and analyze legal and ethical issues at the...
federal, state, local, and professional level that directly and indirectly affect educational institutions and practice.

- Discuss laws that govern educational institutions and have experience creating legal topic guides on issues in education.
- Communicate their knowledge of educational law in a professional writing style.
- Demonstrate mastery of the course legal content by finding, analyzing, and synthesizing laws from each of the four sources of law and then applying them to a specific topic in education.

Methods of Instruction
Since this course is primarily online, candidates are responsible for understanding the assignments and learning the material. If questions arise, it is important to ask the instructor immediately for help since many of the tasks build on one another.

Candidates are responsible for on time participation in discussion boards, wikis, and activities. Individual tasks are expected and will be used to determine the final grade.

Class will consist of online discussions, individual participation, and papers.

Course Requirements
The purpose of graduate education is to provide for advanced and specialized training beyond the baccalaureate program. Graduate study is intended to strengthen the academic and professional competence of the candidate, to develop the candidate’s capacity for independent study, to familiarize candidates with past and current research, to train the candidate in the techniques of research, and to enable the candidate to relate his or her research to the investigations of other scholars and derive significant implications from the relationships.

Graduate study presupposes a broad background of knowledge, an adequate preparation in appropriate fields of study at the baccalaureate level including writing ability, and a command of skills required to carry on intensive research and investigation with a high degree of resourcefulness and self-direction. Generally speaking, only candidates with superior undergraduate academic records and self-motivation are qualified to pursue study at the graduate level.

It should be noted that graduate studies differ from undergraduate studies in the following respects: (1) The candidate is expected to assume greater responsibility and to exercise more individual initiative. (2) More extensive and intensive reading is required. (3) Greater emphasis is placed on productive research, with particular emphasis on the use of primary materials. (4) Seminar methods are employed with greater frequency, as greater class participation by the candidate is required. (5) Less instruction is provided in content, survey-type lecture courses. (6) Writing includes a scholarly voice and argument and critical analysis with credible evidence.

Graduate study thus involves far more than the passing of a given number of courses and the fulfillment of certain minimum requirements. The candidate cannot be content solely with earning acceptable grades. The candidate must continually satisfy the Graduate Faculty in the major field by displaying
superior intellectual powers and scholarly commitment in order to maintain graduate status and good standing in the school.

1. Candidates’ Participation:
Candidates should participate actively and enthusiastically in all online discussions. Readings and learning experiences will prepare candidates for discussions.

When prompted by learning modules, discussion boards, PowerPoint presentations, or at any other direction for participation, the minimum response from each candidate is: (1) to post a thoughtful well-developed and supported response to the original or initial posting and/or question; and (2) to post two responses that encourages continued discussion to another student's (candidate's) initial postings. More frequent responses are both allowed and encouraged so that each student (candidate) can learn from peers and professor’s insights.

2. Candidates’ Written Work:
- Demonstrates content quality and clarity that emphasizes depth and breadth, reflection and insights, scholarly discussion using scholarly voice, vocabulary, argument, and critical analysis.
- Clearly shows a high level of understanding regarding classroom discipline/ the topic of discussion.
- Demonstrates writing quality and clarity, including mechanics, spelling, grammar, appropriate language, and APA style.
- Demonstrates appropriate and accurate inclusion of authority to support discussion, with citations that follow a scholarly APA format.
- Demonstrates appropriate use of respectful person-first language (e.g., “student with dyslexia” rather than “dyslexic student”).
- Demonstrates an overall appearance according to APA format (title, page, 12pt font, 1 inch margin, double spaced, etc.), completeness, and timeliness.

3. Candidates’ Communication:
Candidates should maintain open communication with the instructor. Ask questions in a timely manner to provide time for the instructor to respond prior to due date (allow 24 hours for a response). Candidates are expected to check Blackboard and ASU email on a regular basis, preferable daily. Candidates are expected to complete assignments and meet all deadlines for submission of coursework.

Required Readings
Provided within Blackboard modules
APA Manual

Communication
Candidates must communicate with all instructors via only the ASU e-mail system. Candidates must also access and use Blackboard, Ramport, and Angelo e-mail. Candidates must access Blackboard regularly for electronic posting of the syllabus, assignments, announcements, scoring information,
Candidates contact the ASU Help Desk at 325-942-2911 to learn about Blackboard, how to access and navigate it, or other technology assistance. This should be done EARLY in the class, preferably before the first class day.

**Research Writing Style**
In the Department of Curriculum and Instruction all candidates should adhere to *American Psychological Association Publication Manual (APA)* when completing written assignments, and when applicable, in other electronic or media-style presentations. The *APA Manual* is available at the ASU library, at the bookstore, or on-line at [www.apa.org](http://www.apa.org).


If a template is provided follow those instructions.

**Attendance Policy**
When prompted by learning modules, discussion boards, PowerPoint presentations, or at any other direction for participation, the minimum response from each candidate is: (1) to post a response to the original or initial posting and/or question; and (2) to post two substantive responses to other candidates’ postings to continue the conversation. More frequent responses are both allowed and encouraged so that each student (candidate) can learn from peers and professor’s insights.

**Absences for Observance of Religious Holy Day**
Students can find information on the observance of religious holy days in Operating Policy 10.19. Because of the online nature of this course, there is not a specific attendance requirement.

**Student Disability Services**
ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the candidate’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at [www.angelo.edu/ADA](http://www.angelo.edu/ADA). The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Title IX
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. Sexual discrimination, sexual misconduct, public indecency, interpersonal violence, sexual assault, sexual exploitation, sexual harassment, and stalking are not tolerated at ASU. You are encouraged to report any incidents to ASU’s Title IX Coordinator Michelle Boone at michelle.boone@angelo.edu or using ASU’s online form at http://www.angelo.edu/services/title-ix/file-a-complaint.php

Academic Honesty
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding Academic Integrity policies, which are contained in the Student Handbook at http://www.angelo.edu/student-handbook/.

Plagiarism is strictly forbidden, and ASU instructors may utilize Internet search links that assist in identifying plagiarized materials.

Grading & Assignments
Each assignment will be worth a varying number of points. Grades will be determined by the percentage of the total possible points earned.

A= 90-100%
B= 80-89%
C= 70-79%
F = below 70%

Late Assignments
All activities should be submitted by the scheduled due dates. A 10% grade reduction may occur for each day the assignment is late. Extensions will be administered on a case-by-case basis with the appropriate documentation according to the departmental policy.
**Assignment Objectives & Due Dates**
More detail and specific due dates for assignments will be posted in Blackboard.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Objectives</th>
<th>Readings</th>
<th>Assignments</th>
<th>Points</th>
<th>Due Dates</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Premodule</td>
<td>Review and confirm understanding of plagiarism.</td>
<td></td>
<td>Plagiarism Statement</td>
<td>0</td>
<td>Wednesday August 23</td>
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<tr>
<td></td>
<td>Module 1</td>
<td>Explore, identify, and describe foundational legal and ethical concepts that will be used throughout the remainder of the course.</td>
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<td>Academic Portfolio Creation</td>
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<td>Wednesday August 23</td>
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<td></td>
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<td>Foundations Assignment</td>
<td></td>
<td>10</td>
<td>Sunday August 27</td>
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<tr>
<td>2</td>
<td>Module 2</td>
<td>Read, analyze, synthesize, and professionally communicate knowledge of the U.S. Constitution and the candidate’s state constitution.</td>
<td>Course materials and readings are located in the various modules</td>
<td>Constitutional Law Assignment</td>
<td>15</td>
<td>Sunday September 3</td>
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<tr>
<td>3</td>
<td>Module 3</td>
<td>Read, analyze, synthesize, and professionally communicate knowledge of important court decisions that have influenced the educational system.</td>
<td></td>
<td>Judicial Law Assignment</td>
<td>15</td>
<td>Sunday September 10</td>
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<td>4</td>
<td>Module 4</td>
<td>Identify, analyze, synthesize, and professionally communicate the implications of federal and state statutes on education.</td>
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<td>Statutory Law Assignment</td>
<td>15</td>
<td>Sunday September 17</td>
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<tr>
<td>Module</td>
<td>Assignment Description</td>
<td>Assignment Type</td>
<td>Due Date</td>
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<td>5 Module 5</td>
<td>Identify, analyze, synthesize, and professionally communicate the implications of federal, state, local, and professional administrative laws.</td>
<td>Administrative Law Assignment</td>
<td>Sunday September 24</td>
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<td>6 Module 6</td>
<td>Create a reference list of at least 15 laws representing each of the four primary sources of educational law as an outline for the professional Legal Guide.</td>
<td>Educational Law Reference List</td>
<td>Sunday Oct 1</td>
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<td>6 Module 6</td>
<td>Identify a current legal liability issue for educational institutions and provide a tort law analysis.</td>
<td>Legal Liability Discussion Board</td>
<td>Initial Scenario Due Thursday Sept 28 Peer Responses Due Sunday, Oct 1</td>
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<td>7 Module 7</td>
<td>Create a Legal Guide on a topic related to educational law in the form of a professional presentation in the candidate’s area of specialization.</td>
<td>Legal Guide Assignment</td>
<td>Sunday Oct 8</td>
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<td>8 Module 8</td>
<td>Present and defend judgments about the information and assignments related to legal and ethical principles.</td>
<td>Academic Portfolio Course Submission and Reflection</td>
<td>Wednesday Oct 11</td>
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