# Course Description

This course will focus upon the legal aspects of the school and its environment and on the paramount legal-educational problems currently facing the nation, especially as these relate to policy determination and implementation. Particular attention will be given to the issue of contract law in education, due process, collective bargaining, equal protection and establishment, and the legal rights and duties of administrators, faculty, and students. Within this context, students will learn how to operate in a fair and equitable manner with personal and professional integrity, advocate for children and public education in the larger political, social, economic, legal, and cultural context. Special attention is paid to the special education competencies for school leaders in the context of school law.

# University Learning Outcomes (ULO)

* **ULO1:** Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:** Intellectual and Practical Skills
* **ULO3:** Personal and Social Responsibility
* **ULO4:** Integrative and Applied Learning
* **ULO5:** Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Apply theoretical and practical knowledge in support of your professional practice. (ULO 2, 4)
* **PLO2:** Utilize educational research and develop your own research interests and agenda. (ULO 2, 3)
* **PLO3:** Examine and critique the economic, political, cultural, historical, and social influences that impact education in the United States. (ULO 1, 3, 5)
* **PLO4:** Apply policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures. (ULO 3, 4)
* **PLO5:** Identify and use instructional methods and curricula that are appropriate and effective in meeting the needs of individual learners. (ULO 1, 2, 4, 5)

# Course Learning Outcomes (CLO)

* **CLO1:** Explain the legal aspects of the educational environment including but not limited to: contract law; due process; collective bargaining; equal protection; and the legal rights and duties of administrators, faculty, and students.
* **CLO2**: Analyze legal issues currently facing the United States and how these issues influence educational policy determination and implementation.
* **CLO3**: Students will be able to use the Pennsylvania School Code, State Board of Education regulations, and other state regulations to analyze legal education issues.
* **CLO4**: Students will be able to demonstrate the importance of personal and professional integrity in the educational environment.

# Student Expectations

Students are expected to:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Schimmel, D., Stellman, L., Fischer, L., & Conlon, C. K. (2015). Teachers and the law. Pearson Education.

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# Suggested Point Values

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| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Week One Survey Questions | 10 |  |
| Discussion: The Supreme Court | 20 |  |
| Assignment: Essential Questions, Ch. 1 | 20 |  |
| Week One Quiz | 75 |  |
|  |  |  |
| **Week 2** |  |  |
| Discussion: Week Two Survey Questions | 10 |  |
| Discussion: Evaluation | 20 |  |
| Assignment: Essential Questions, Chs. 2-4 | 20 |  |
| Assignment: PA School Code of 1949 Paper | 20 |  |
| Week Two Quiz | 75 |  |
|  |  |  |
| **Week 3** |  |  |
| Discussion: Week Three Survey Questions | 10 |  |
| Discussion: Copyright | 20 |  |
| Assignment: Essential Questions, Chs. 5 & 8 | 20 |  |
| Week Three Quiz | 75 |  |
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| **Week 4** |  |  |
| Discussion: Week Four Survey Questions | 10 |  |
| Discussion: The Lemon Test | 20 |  |
| Assignment: Essential Questions, Chs. 9, 10, and 12 | 20 |  |
| Week Four Quiz | 75 |  |
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| **Week 5** |  |  |
| Discussion: Week Five Survey Questions | 10 |  |
| Discussion: Due Process | 20 |  |
| Assignment: Essential Questions, Chs. 13 & 14 | 20 |  |
| Week Five Quiz | 75 |  |
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| **Week 6** |  |  |
| Discussion: Week Six Survey Questions | 10 |  |
| Discussion: Special Populations | 20 |  |
| Assignment: Essential Questions, Chs. 15-17 | 20 |  |
| Week Six Quiz | 75 |  |
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| **Week 7** |  |  |
| Discussion: Week Seven Survey Questions | 10 |  |
| Discussion: Procedural Safeguards | 20 |  |
| Assignment: Essential Questions, Chs. 18-21 | 20 |  |
| Adobe Theme Paper and Presentation | 80 |  |
| Final Exam | 100 |  |
|  |  |  |
| **Total Points** | **1000** |  |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| **Week One: Education and the American Legal System** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify legal concepts and case law that affects education. | | CLO1, CLO2 | |
| * 1. Analyze landmark cases and their effect on education. | | CLO1, CLO2 | |
| * 1. Evaluate state guidelines concerning current challenges in education. | | CLO1, CLO2, CLO3 | |
| * 1. Analyze the balance of interests regarding the state, teachers, students, and the community. | | CLO1, CLO2 | |
| * 1. Analyze the four major duties of educators as mandated by the Individuals with Disabilities Education Act (IDEA). | | CLO1, CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard as needed.  **Click** the **Student Resources** button from the menu on the left. | | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200-to 250-words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100-to 150-words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the [RISE Model for Peer Feedback](http://elwray.squarespace.com/feedback). | | N/A |  |
| **Activity: Introductions**  **Access** the Discussion Board Forum called Introduction by clicking on the Introduction link above.  **Read** my introduction and then post your own introduction to the forum by clicking on the “Create a Thread” button.  You can use my introduction as a guide, but only share as much information as you feel comfortable doing; however please make sure you tell me a little about your job if you are currently working and why you enrolled in this program. After you have completed your introduction please read through your fellow classmates introductions and make comments on them as well.  **DUE DATE:** Initial posts are due by Thursday at 11:59 pm. Responses to posts are due by Sunday at 11:59 pm. | | N/A |  |
| **Survey: Pre-Course School Law Knowledge Check-in**  *Note*. Complete this survey before completing the readings or watching the lecture materials.  **Describe** your level of knowledge of school law and policy by answering the survey.  **Post** any questions, comments, or ideas about the surveys in the “General Survey Response Discussion Board”. | | 1.1 | Survey =  **30 minutes** |
| **Week One Readings**  **Read** the following materials as you prepare to begin working on your assignments:   * Chapter 1 of Teachers and the Law. * Pennsylvania School Code of 1949 by clicking on the following link: [Pennsylvania Department of Education](http://www.legis.state.pa.us/WU01/LI/LI/US/HTM/1949/0/0014..HTM) * "Decisions that have Shaped U.S. Education," by Perry Zirkel   **Post** comments and questions to the Week One General Discussion. | | 1.1, 1.2, 1.3, 1.4, 1.5 |  |
| **Video Lecture: Education and the American Legal System**  This lecture covers an overview of the course, and begins discussing the American Legal System.  **View** “Education and the American Legal System,” available on Blackboard [38:57]: [http://gwynedd-mercycollege.adobeconnect.com/p7gqx9rh1yf/](http://gwynedd-mercycollege.adobeconnect.com/p7gqx9rh1yf/?OWASP_CSRFTOKEN=51c60f45ad8294d7c27753a80c903a89b7fb160384169c18df4131b1b8525ca2)  **Post** comments and questions to the Week One General Discussion. | | 1.1, 1.2, 1.3, 1.4, 1.5 |  |
| **Upcoming Assignment: Theme Paper and Presentation**  **Begin** to work on your Theme Paper and Presentation.  During Week One you will select one of the following topics for approval by your instructor. These topics are related to the content of a designated week in the course. If you are interested in a topic that is not listed, you may suggest them to the instructor.  Teachers and administrators all have a variety of issues that they work through during their careers, and it is likely that you have unique interests and needs based on the environment you are working in.  **Select** a topic of school law and policy that you are interested in and would like to research for your theme paper and presentation.  *Note*. The list below includes topics that will be covered during the course, but is not an exhaustive list of topics. Please feel free to contact your instructor with a customized or unique topic for approval if you don’t see it on this list.   * Collective Bargaining: A Comparison of Acts 88 & 195 (Week 3) * Liability for both Teachers and Administrators (Week 3) * Copyright Law (Week 3) * Slander & Libel (Week 3) * Child Abuse with a Focus on PA Law (Week 4) * Religious Freedom (Week 4) * Freedom of Expression (Week 4) * Search and Seizure (Week 4) * When Can Schools Restrict Personal Appearance (Week 5) * Family Educational Rights and Privacy Act (FERPA) (Week 5) * What Are My Rights Under Due Process (Week 5) * Special Education Due Process (Week 6) * School Safety (Week 7) * Any other topic may be negotiated with the Professor   **Prepare** a 2,100-2,800-word paper in which you synthesize your assigned theme. As a part of your synthesis be sure to address the following:   * Explain the legal aspects of your theme. * Discuss the case law associated with your theme. * Analyze the legal issues associated with your theme and how these issues influence educational policy determination and implementation. Please provide specific examples of this influence in your analysis. * Discuss the relationship between your theme and personal and professional integrity in the educational environment.   Your paper should include at least 8 references from peer-reviewed sources and follow APA formatting guidelines.  The final version of your Theme Paper is due in Week Five.  **Prepare** at least a 10-minute presentation that summarizes your Theme Paper which you will present to the rest of the class on a date designated by your instructor using Adobe Connect. | | CLO1, CLO2, CLO3, CLO4 |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  Note: A recorded lecture will be made available to those who are unable to attend the live session. | | 1.1, 1.2, 1.3, 1.4, 1.5 | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Week One Survey Questions**  **Respond** to the following question in the “Discussion: Week One Survey Questions” discussion forum by Thursday:   * Do you have an experience with the implementation of IDEA? How did it affect educational practice? * What’s the most interesting or relevant takeaway related to educational law that you’ve obtained from studying this week’s materials? How will this affect your practice in the future?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 1.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: The Supreme Court**  **Respond** to the following questions in the “Supreme Court” discussion forum by Thursday:   * What is the landmark case you feel has had the largest influence on U.S. education? * What impact has the case had on U.S. education?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 1.1, 1.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Assignment: Essential Questions, Ch. 1**  The *Teachers and the Law* text is based on an essential question format. After you read Chapter 1 of the text, select one question from the chapter that was most meaningful to you.  **Write** a 350-word synthesis of the question in which you address the following:   * What are the legal aspects of the educational environment associated with the topic of this question? * How does the topic of the question impact educational policy determination and implementation? * What did you learn from this question? * Why is the topic of this question important to you?   **Post** your synthesis to the *Week One Essential Questions* discussion board no later than Thursday at 11:59 p.m. EST.  **Responses** to posts are due no later than Sunday at 11:59 pm EST. | | 1.1, 1.2, 1.3, 1.4, 1.5 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week One Quiz**  The quiz questions are taken from your readings and lecture for the week.  Complete the Week One Quiz.  **Submit** this assignment to your instructor via Blackboard. | | 1.1, 1.2, 1.3, 1.4, 1.5 | Quiz=  **30 minutes** |
| **Total** |  |  |  |

# Faculty Notes

**Adobe Connect:** Students should post any questions or comments they have to the Announcement forum. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

Here is a sample announcement block for the Adobe Connect Live Lecture:

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| **Adobe Connect Live Meeting: Course Orientation and Special Education Law**  During this live lecture I will provide an overview of this course and begin a discussion concerning Special Education Law.  This live, online meeting will take place on: (Replace with Date).  Please log on to your computer a few minutes prior to (Replace with Time) and access the following link: (replace with Adobe Connect Link)  This link will take you to GMUs web conferencing system, Adobe Connect. Please make sure you have your head set and microphone available. If this is your first time using Adobe Connect please make sure you access the Adobe Connect Tutorials which are located on your Week One course page.  For those of you who are not able to attend this live lecture I will post a copy of the lecture to this course page. |

**Survey: Pre-Course School Law Knowledge Check-in**

The following are the list of questions in the survey. Use the answers provided by the students to adjust your teaching and focus in each week.

**Describe** your level of knowledge of school law and policy by answering the questions below:

* Did you study school law in your undergraduate program? (Yes/No/Unsure)
* Did you ever study school law in your continuing education programs? (Yes/No/Unsure)
* Are you familiar with the school code for your state? (Yes/No/Unsure/Don’t know what school code is)
* How would your rank knowledge of school law on a scale of 1-10?
* Rank your knowledge of the following topics of school law and policy:
  + Due process
  + Equal rights
  + Equal access
  + Religious freedom
  + Freedom of speech
  + Students’ rights

**Upcoming Assignment: Theme Paper and Presentation**

Due to the fact that this assignment has a variable completion date for each student, the grade column for this assignment is located ONLY in Week Seven. There is a rubric in Week Seven that you can apply to student work. When a student completes their assignment, use the rubric to grade their paper and presentation and then insert their grade into the Theme Paper and Presentation category.

The Theme Paper and Presentation in Week Seven is NOT student accessible. Students are expected to present their projects via Adobe Connect session each week. If students are unable to participate in this live session, there is an accommodation built into the course: There is a sidebar called Theme Paper and Presentation. The sidebar links to a discussion forum that is normally hidden from students, and which is not graded. If you unhide the sidebar, you can instruct students to submit their papers and presentations in that space. If you do, you will still need to enter the grades into the correct gradebook column in Week Seven.

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| Week Two: Legal Aspects of Teaching: Contracts, Employment Security, and Collective Bargaining | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze the school's responsibility regarding standard of care in an educational setting. | | CLO1, CLO2, CLO4 | |
| * 1. Apply current law to human resource practices in schools. | | CLO1, CLO2, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Two Readings**  **Read** the following materials as you prepare to begin working on your assignments:   * Chapters 2, 3, & 4 of Teachers and the Law. * "Regulating professional employee dismissals," by Michael Levin * Collective Bargaining: “Pennsylvania’s Act 46: Aimed at Improving Education or Punishing Educators?” by Chrystal Dyer LaRoche   **Post** comments and questions to the Week Two General Discussion. | | 2.1, 2.2 |  |
| **Lecture: Contracts, Employment Security, and Collective Bargaining**  **View** the Contracts, Employment Security, and Collective Bargaining lecture [37:34]: <https://gwynedd-mercycollege.adobeconnect.com/_a1013930896/p4ev1exwoau/?launcher=false&fcsContent=true&pbMode=normal>  **Post** comments and questions to the Week Two General Discussion. | | 2.1, 2.2 |  |
| **Week Two Adobe Connect Live Theme Presentation**  **Participate** in the Adobe Connect Live Theme Presentation.  During this Adobe Connect session, students assigned to Week Two will be making their Theme Presentations. If you are not able to attend the live presentation a recorded version will be made available and you will be required to watch this video and post comments to the presentation in the Theme Presentation discussion board.  The following subjects will be presented this week:   * TBD | | CLO1, CLO2, CLO3, CLO4 | Presentations = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Week Two Survey Questions**  **Respond** to the following question in the “Discussion: Week Two Survey Questions” discussion forum by Thursday:   * How did you approach your first contract in education? Did you bargain for your terms, or were you part of a collective bargaining agreement? How has your perspective on that contract changed over time? * Have you ever been a part of a contract negotiation? How was your experience? * What’s the most interesting or relevant takeaway related to educational law that you’ve obtained from studying this week’s materials? How will this affect your practice in the future?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | |  | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Evaluation**  **Respond** to the following question in the “Evaluation” discussion forum by Thursday:   * What is a situation in which an anonymous teacher has exhibited behaviors you would classify as unsatisfactory based on what you have learned from the readings and lecture? * How would you respond to that teacher if you were the administrator responsible for evaluating him or her? * What would the legal ramifications of this evaluation most be?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 2.1, 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Assignment: Essential Questions, Chs. 2-4**  Each chapter of the *Teachers and the Law* text is based on an essential question format. After you read Chapters 2-4 of the text, select one question from the chapter that was most meaningful to you.  **Write** a 350-word synthesis of the question in which you address the following:   * What are the legal aspects of the educational environment associated with the topic of this question? * How does the topic of the question impact educational policy determination and implementation? * What did you learn from this question? * Why is the topic of this question important to you?   **Post** your synthesis to the *Week Two Essential Questions* discussion board no later than Thursday at 11:59 p.m. EST.  **Responses** to posts are due no later than Sunday at 11:59 pm EST. | | 2.1, 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Assignment: PA School Code of 1949 Paper**  **Prepare** a 1,750-2,450-word paper in which you analyze the Pennsylvania School Code of 1949. Be sure to address the following in your analysis:   * Explain the legal aspects addressed by the code. * Evaluate the code based on current challenges in education. * Use the code to analyze at least one current legal education issues. * Discuss the role of the code on personal and professional integrity in the educational environment. * Analyze the balance of interests, regarding the state, teachers, students and the community.   Your paper should include at least 5 references from peer-reviewed sources and follow APA formatting guidelines.  **Submit** your assignment to your instructor via Blackboard no later than 11:59 p.m. (EST) on Sunday. | | 2.1, 2.2 | Paper =  **30 minutes** |
| **Week Two Quiz**  The quiz questions are taken from your readings and lecture for the week.  Complete the Week Two Quiz.  **Submit** this assignment to your instructor via Blackboard. | | 2.1, 2.2 | Quiz=  **30 minutes** |
| **Total** |  |  |  |

# Faculty Notes

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| Week Three: Legal Aspects of Teaching: Collective Bargaining, Libel, Slander, and Copyright | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Differentiate between individual and organizational liability. | | CLO1, CLO2, CLO3 | |
| * 1. Evaluate the influence of copyright law on curriculum and instruction. | | CLO1, CLO2 | |
| * 1. Analyze the difference between procedural and substantive issues of FAPE and Due Process. | | CLO1, CLO2, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Three Readings**  **Read** the following materials as you prepare to begin working on your assignments:   * Chapters 6 & 8 of Teachers and the Law.   **Post** comments and questions to the Week Three General Discussion. | | 3.1, 3.2, 3.3 |  |
| **Lecture: Libel, Slander, and Copyright**  **View** the “Libel, Slander, and Copyright” lecture [51:46]: <https://gwynedd-mercycollege.adobeconnect.com/_a1013930896/p4y04t9b35p/?launcher=false&fcsContent=true&pbMode=normal>  **Post** comments and questions to the Week Three General Discussion. | | 3.1, 3.2, 3.3 |  |
| **Week Three Adobe Connect Live Theme Presentation**  **Participate** in the Adobe Connect Live Theme Presentation.  During this Adobe Connect session, students assigned to Week Three will be making their Theme Presentations. If you are not able to attend the live presentation a recorded version will be made available and you will be required to watch this video and post comments to the presentation in the Theme Presentation discussion board.  The following subjects will be presented this week:   * Collective Bargaining: A Comparison of Acts 88 & 195 (Week 3) * Liability for both Teachers and Administrators (Week 3) * Copyright Law (Week 3) * Slander & Libel (Week 3) | | CLO1, CLO2, CLO3, CLO4 | Presentations = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Week Three Survey Questions**  **Respond** to the following question in the “Discussion: Week Three Survey Questions” discussion forum by Thursday:   * Do you regularly have your copied materials in videos approved by school administration prior to use? If not, how do you determine whether a license is required prior to use? When does fair use come into play at your school? * What’s the most interesting or relevant takeaway related to educational law that you’ve obtained from studying this week’s materials? How will this affect your practice in the future?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 3.1, 3.2, 3.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Copyright**  **Respond** to the following question in the “Copyright” discussion forum by Thursday:   * What has the influence of copyright law been on curriculum and instruction? Provide specific examples.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 3.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Assignment: Essential Questions, Chs. 5 & 8**  The *Teachers and the Law* text is based on an essential question format. After you read Chapter 5 & 8 of the text, select one question from the chapter that was most meaningful to you.  **Write** a 350-word synthesis of the question in which you address the following:   * What are the legal aspects of the educational environment associated with the topic of this question? * How does the topic of the question impact educational policy determination and implementation? * What did you learn from this question? * Why is the topic of this question important to you?   **Post** your synthesis to the *Week Three Essential Questions* discussion board no later than Thursday at 11:59 p.m. EST.  **Responses** to posts are due no later than Sunday at 11:59 pm EST. | | 3.1, 3.2, 3.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week Three Quiz**  The quiz questions are taken from your readings and lecture for the week.  Complete the Week Three Quiz.  **Submit** this assignment to your instructor via Blackboard. | | 3.1, 3.2, 3.3 | Quiz=  **30 minutes** |
| **Total** |  |  |  |

# Faculty Notes

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| Week Four: Teachers’ and Students’ Rights: Expression, Religious Freedom and Freedom of Association | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Discuss the reasonableness standard in education. | | CLO1, CLO2 | |
| * 1. Analyze the influence of federal and state court decisions on schools in relation to teachers' and students' rights. | | CLO1, CLO2, CLO3, CLO4 | |
| * 1. Identify the authority that a school has over the actions of students. | | CLO1, CLO2, CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Four Readings**  **Read** the following materials as you prepare to begin working on your assignments:   * Chapters 9, 11 and 12 of Teachers and the Law.   **Post** comments and questions to the Week Four General Discussion. | | 4.1, 4.2, 4.3 |  |
| **Lecture: Teachers’ Rights: Freedom of Expression, Religious Freedom & Freedom of Association**  **View** the “Teachers’ Rights: Freedom of Expression, Religious Freedom & Freedom of Association” lecture [36:22]: <https://gwynedd-mercycollege.adobeconnect.com/_a1013930896/p28vn4e3jfb/?launcher=false&fcsContent=true&pbMode=normal>  **Post** comments and questions to the Week Four General Discussion. | | 4.1, 4.2, 4.3 |  |
| **Resource: The Lemon Test: Secular Christmas**  **Read** “Let’s Take The “Bah Humbug” Out of Christmas: A Guide to Permissible Activities at Public Schools During the Christmas Season,” available at the Bracewell website: <http://www.bracewelllaw.com/assets/dir_docs/news_publication/f99a4b28-cac2-4df6-a5d5-80299e45c2d8_pdfupload.pdf>  **Post** comments and questions to the Week Four General Discussion. | | 4.1, 4.2, 4.3 |  |
| **Resource: App for Communicating with Parents and Teachers**  Many teachers communicate with parents, students, and other educators use Facebook, Twitter, and other social media services. These services have a number of problems, including with security and access. Luckily, there are newer alternatives designed specifically for educators.  **View** “Class Messenger Introduction,” available on Vimeo [0:43]: <https://vimeo.com/121035763>  **Navigate** to the Class Messenger website: <https://www.classmessenger.com>  **Post** comments and questions to the Week Four General Discussion. | | 4.1, 4.2, 4.3 |  |
| **Week Four Adobe Connect Live Theme Presentation**  **Participate** in the Adobe Connect Live Theme Presentation.  During this Adobe Connect session, students assigned to Week Four will be making their Theme Presentations. If you are not able to attend the live presentation a recorded version will be made available and you will be required to watch this video and post comments to the presentation in the Theme Presentation discussion board.  The following subjects will be presented this week:   * Child Abuse with a Focus on PA Law (Week 4) * Religious Freedom (Week 4) * Freedom of Expression (Week 4) * Search and Seizure (Week 4) | | CLO1, CLO2, CLO3, CLO4 | Presentations = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Week Four Survey Questions**  **Respond** to the following question in the “Discussion: Week Four Survey Questions” discussion forum by Thursday:   * How do you celebrate holidays in your classroom? Is there a school-wide policy on religious symbols? * What’s the most interesting or relevant takeaway related to educational law that you’ve obtained from studying this week’s materials? How will this affect your practice in the future?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 4.1, 4.2, 4.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: The Lemon Test**  **Consider** the holiday traditions and practices at a current or previous school.  **Respond** to the following question in the “Copyright” discussion forum by Thursday:   * What were the holiday traditions and practices? * Did those traditions/practices pass the three prongs of the Lemon test? Provide a rationale for your determination.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 4.1, 4.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Assignment: Essential Questions, Chs. 9, 11, and 12**  The *Teachers and the Law* text is based on an essential question format. After you read Chapter 9, 10, and 12 of the text, select one question from the chapter that was most meaningful to you.  **Write** a 350-word synthesis of the question in which you address the following:   * What are the legal aspects of the educational environment associated with the topic of this question? * How does the topic of the question impact educational policy determination and implementation? * What did you learn from this question? * Why is the topic of this question important to you?   **Post** your synthesis to the *Week Four Essential Questions* discussion board no later than Thursday at 11:59 p.m. EST.  **Responses** to posts are due no later than Sunday at 11:59 pm EST. | | 4.1, 4.2, 4.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week Four Quiz**  The quiz questions are taken from your readings and lecture for the week.  Complete the Week Four Quiz.  **Submit** this assignment to your instructor via Blackboard. | | 4.1, 4.2, 4.3 | Quiz=  **30 minutes** |
| **Total** |  |  |  |

# Faculty Notes

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| Week Five: Teachers’ and Students’ Rights: Due Process and Personal Freedoms | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze the rights of teachers and how they have been influenced by court decisions. | | CLO1, CLO2, CLO3 | |
| * 1. Analyze the influence of federal and state court decisions on schools in relation due process, and discipline policies and procedures. | | CLO1, CLO2, CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Five Readings**  **Read** the following materials as you prepare to begin working on your assignments:   * Chapters 13 and 14 of Teachers and the Law   **Post** comments and questions to the Week Five General Discussion. | | 5.1, 5.2 |  |
| **Week Five Adobe Connect Live Theme Presentation**  **Participate** in the Adobe Connect Live Theme Presentation.  During this Adobe Connect session, students assigned to Week Two will be making their Theme Presentations. If you are not able to attend the live presentation a recorded version will be made available and you will be required to watch this video and post comments to the presentation in the Theme Presentation discussion board.  The following subjects will be presented this week:   * When Can Schools Restrict Personal Appearance (Week 5) * Family Educational Rights and Privacy Act (FERPA) (Week 5) * What Are My Rights Under Due Process (Week 5) | | CLO1, CLO2, CLO3, CLO4 | Presentations = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Week Five Survey Questions**  **Respond** to the following question in the “Discussion: Week Five Survey Questions” discussion forum by Thursday:   * Does your school have a dress code? How is it implemented at your school? * What’s the most interesting or relevant takeaway related to educational law that you’ve obtained from studying this week’s materials? How will this affect your practice in the future?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 5.1, 5.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Due Process**  **Respond** to the following question in the “Due Process” discussion forum by Thursday:   * What are the reasonableness standards in education? * How do reasonableness standards affect decision making in the educational setting?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 5.1, 5.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Assignment: Essential Questions, Chs. 13 & 14**  The *Teachers and the Law* text is based on an essential question format. After you read Chapter 13 & 14 of the text, select one question from the chapter that was most meaningful to you.  **Write** a 350-word synthesis of the question in which you address the following:   * What are the legal aspects of the educational environment associated with the topic of this question? * How does the topic of the question impact educational policy determination and implementation? * What did you learn from this question? * Why is the topic of this question important to you?   **Post** your synthesis to the *Week Five Essential Questions* discussion board no later than Thursday at 11:59 p.m. EST.  **Responses** to posts are due no later than Sunday at 11:59 pm EST. | | 5.1, 5.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week Five Quiz**  The quiz questions are taken from your readings and lecture for the week.  Complete the Week Five Quiz.  **Submit** this assignment to your instructor via Blackboard. | | 5.1, 5.2 | Quiz=  **30 minutes** |
| **Total** |  |  |  |

# Faculty Notes

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| Week Six: Discrimination | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Review the major past and current federal legislation related to serving special populations. | | CLO1, CLO2 | |
| * 1. Examine the legal foundations of workplace harassment legislation. | | CLO1, CLO2 | |
| * 1. Analyze the influence of special education legislation and litigation on the school environment | | CLO1, CLO2, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Six Readings**  **Read** the following materials as you prepare to begin working on your assignments:   * Chapters 15, 16, and 17 of Teachers and the Law.   **Post** comments and questions to the Week Six General Discussion. | | 6.1, 6.2, 6.3 |  |
| **Week Six Adobe Connect Live Theme Presentation**  **Participate** in the Adobe Connect Live Theme Presentation.  During this Adobe Connect session, students assigned to Week Two will be making their Theme Presentations. If you are not able to attend the live presentation a recorded version will be made available and you will be required to watch this video and post comments to the presentation in the Theme Presentation discussion board.  The following subjects will be presented this week:   * Special Education Due Process (Week 6) | | CLO1, CLO2, CLO3, CLO4 | Presentations = **1 hour** |
| **Resource: Response to Intervention**  Review the <http://rtinetwork.org/> | |  |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Week Six Survey Questions**  **Respond** to the following question in the “Discussion: Week Six Survey Questions” discussion forum by Thursday:   * How has Title IX affected your school’s sports programs? Are girls allowed to play contact sports? * Has your school implemented a Response to Intervention program? If so, how has this affected your special education practice? * What’s the most interesting or relevant takeaway related to educational law that you’ve obtained from studying this week’s materials? How will this affect your practice in the future?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 6.1, 6.2, 6.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Special Populations**  **Respond** to the following question in the “Special Populations” discussion forum by Thursday:   * What are the most signification pieces of legislation serving special populations? * What influence has this legislation had on the academic environment? * Do you agree or disagree with the legislation?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 6.1, 6.2, 6.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Assignment: Essential Questions, Chs. 15-17**  The *Teachers and the Law* text is based on an essential question format. After you read Chapter 15-17 of the text, select one question from the chapter that was most meaningful to you.  **Write** a 350-word synthesis of the question in which you address the following:   * What are the legal aspects of the educational environment associated with the topic of this question? * How does the topic of the question impact educational policy determination and implementation? * What did you learn from this question? * Why is the topic of this question important to you?   **Post** your synthesis to the *Week Three Essential Questions* discussion board no later than Thursday at 11:59 p.m. EST.  **Responses** to posts are due no later than Sunday at 11:59 pm EST. | | 6.1, 6.2, 6.3 | Paper =  **30 minutes** |
| **Week Six Quiz**  The quiz questions are taken from your readings and lecture for the week.  **Complete** the Week Six Quiz.  **Submit** this assignment to your instructor via Blackboard. | | 6.1, 6.2, 6.3 | Quiz=  **30 minutes** |
| **Total** |  |  |  |

# Faculty Notes

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| Week Seven: Social Issues in Education | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Evaluate the legislation related to school safety and violence. | | CLO1, CLO2 | |
| * 1. Analyze the influence of federal and state court decisions on schools in relation to parental rights. | | CLO1, CLO2, CLO3 | |
| * 1. Review laws related to student records and confidentiality. | | CLO1, CLO2, CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Seven Readings**  **Read** the following materials as you prepare to begin working on your assignments:   * Chapters 18-21 of Teachers and the Law. * “Procedural Safeguards” handout from the Methacton School District   **Post** comments and questions to the Week Seven General Discussion. | | 7.1, 7.2, 7.3 |  |
| **Week Seven Adobe Connect Live Theme Presentation**  **Participate** in the Adobe Connect Live Theme Presentation.  During this Adobe Connect session, students assigned to Week Two will be making their Theme Presentations. If you are not able to attend the live presentation a recorded version will be made available and you will be required to watch this video and post comments to the presentation in the Theme Presentation discussion board.  The following subjects will be presented this week:   * School Safety (Week 7) | | CLO1, CLO2, CLO3, CLO4 | Presentations = **1 hour** |
| **Survey: End of Course/School Law and Policy**  **Respond** to theSurvey Questions.  **Post** any questions, comments, or ideas about the surveys in the “General Survey Response Discussion Board”. | | 7.1, 7.2, 7.3 | Survey =  **30 minutes** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Week 7 Survey Questions**  **Respond** to the following question in the “Discussion: Week 7 Survey Questions” discussion forum by Thursday:   * What are the most problematic areas for school districts to implement properly described in the procedural safeguards handout? Justify your response and provide relevant examples.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 7.1, 7.2, 7.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Procedural Safeguards**  **Review** the “Procedural Safeguards” handout.  **Respond** to the following question in the “Procedural Safeguards” discussion forum by Thursday:   * What are the most problematic areas for school districts to implement properly described in the procedural safeguards handout? Justify your response and provide relevant examples.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 7.1, 7.2, 7.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Assignment: Essential Questions, Chs. 18-21**  The *Teachers and the Law* text is based on an essential question format. After you read Chapter 18-21 of the text, select one question from the chapter that was most meaningful to you.  **Write** a 350-word synthesis of the question in which you address the following:   * What are the legal aspects of the educational environment associated with the topic of this question? * How does the topic of the question impact educational policy determination and implementation? * What did you learn from this question? * Why is the topic of this question important to you?   **Post** your synthesis to the *Week Three Essential Questions* discussion board no later than Thursday at 11:59 p.m. EST.  **Responses** to posts are due no later than Sunday at 11:59 pm EST. | | 7.1, 7.2, 7.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Final Exam**  The Final Examination includes questions from weeks 1-6 and questions related to the Week Seven readings, lectures, and discussions.  **Complete** the Final Exam.  **Submit** this assignment to your instructor via Blackboard. | | CLO1, CLO2, CLO3, CLO4 | Quiz=  **30 minutes** |
| **Field Experience Log**  **Submit** your field experience log to your instructor. | |  | Field Experience = **20 hours** |
| **Total** |  |  |  |

# Faculty Notes

# Breakdown of Academic Instructional Equivalencies

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|  | **AIE Hours** |
| **Week 1** |  |
| Required |  |
| Supplemental |  |
| **Week 2** |  |
| Required |  |
| Supplemental |  |
| **Week 3** |  |
| Required |  |
| Supplemental |  |
| **Week 4** |  |
| Required |  |
| Supplemental |  |
| **Week5** |  |
| Required |  |
| Supplemental |  |
| **Week 6** |  |
| Required |  |
| Supplemental |  |
| **Week 7** |  |
| Required |  |
| Supplemental |  |
|  |  |
| **Total Required Hours** |  |
| **Total Supplemental Hours** |  |
| **Total Hours** |  |