

# EDLD 610 (Winter 2024; 21812) Education Law

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## EDLD 610

### The Basics of School Law

## CRN 21812

3 credits

Tuesdays, 9:00 am – 11:50 am

## INSTRUCTOR CONTACT INFORMATION

Kevin S. Reed, Vice President and General Counsel

220 Johnson Hall

[ksreed@uoregon.edu](mailto:ksreed@uoregon.edu) (<mailto:ksreed@uoregon.edu>)

541.346.3112

Office Hours: Anytime! Contact my EA, Brad Lowary at [blowary@uoregon.edu](mailto:blowary@uoregon.edu)

## COURSE MEETING DAYS, TIMES, AND LOCATION

Tuesdays, 9:00-11:50

Lokey 115

## Course Overview

The Basics of School Law is a graduate-level class designed to increase students' understanding of the legal framework that governs schools and educational policy, focused primarily on US K-12 issues, though we will touch on some higher education issues as well. The areas we will examine include, but are not limited to: the basics of the US legal system; the legal rights of students to a high quality education; educational equity (including desegregation and affirmative action); students' and faculty's rights of free expression; student discipline and school choice. The course materials will rely heavily on

legal sources, including judicial opinions and some statutes and regulations. The course hopes to give graduate students who seek to become education policymakers, school and system leaders a basic grounding in the legal frameworks that influence K-12 education. The goal of the course is not to make anyone “think like a lawyer.” Rather, it is to have you think like policymakers who understand how laws and the legal system impact the operation of schools and school systems.

## Student Learning Outcomes

By the end of the term it is expected that students will be able to effectively:

1. Spot defined and emerging areas of legal concern in U.S. K-12 education policy including;
2. Understand areas of risk for schools and school systems;
3. Grasp the legal bases for, and impediments to achieving, educational equity;
4. Write clearly and concisely about legal challenges facing K-12 schools today.

## Textbook and Reading Materials

All reading materials will be provided on Canvas.

## CLASS FORMAT

This class is designed for in-person learners. We will hold class live, in-person, in Lokey 115.

Computers may, on occasion, be used for a class activity, but only for class-related activities. Students are expected to remain focused and present in class. Strong empirical evidence shows that a laptop can negatively affect the user’s and surrounding students’ learning (see Sue Dynarski’s summary of the research: Dynarski, S. (2017, Nov. 22). Laptops are great. But not during a lecture or meeting, *New York Times*. Retrieved from <https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html> ↗ (<https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html>)..)

Computers should not be used to check email, surf websites, text, etc. A break during every session can be used to complete these activities. If students need to have a phone available for emergency or family reasons, please place it on vibrate.

The use of generative artificial intelligence in the drafting of any assignment is strictly prohibited

## Grading Components and Criteria

Final grades will be based on the following elements:

1. **Class participation (10%):** This class uses a combination of short lectures, in-class partner and small group work, and class discussions. It is important, therefore, that students complete all the assigned reading before each class and be prepared to participate fully in discussions and class activities.
1. **Legal hypotheticals (40% total, 13% each synthesis):** You will prepare three short (2-3 pages double-spaced) syntheses responding to a hypothetical scenario relating to legal issues facing schools and school districts. I will assign each of the hypotheticals the week before your synthesis is due. They should be structured as follows:
  1. Concise description/definition of legal issues posed in the hypothetical;
  2. Educational area or challenge created by the legal issue;
  3. Your own take on the policy implications raised in the hypothetical

Policy syntheses are due on Wednesday (11:59 pm) in Weeks 3, 7, and 9.

1. **Legal Issue/Policy memos (50% total, memo 1 worth 10%, memo 2 presentation worth 15%, memo 2 worth 25%):** For this assignment, I will assign a hypothetical legal issue that raises local, state, or federal educational challenge for which a policy response may be appropriate. These will be more in-depth explorations than the shorter hypotheticals assigned elsewhere in the course. These memos should be 5-6 double-spaced pages. They should, at a minimum, contain the following information:
  1. Description of the legal challenge that highlights all important details;
  2. The policy context (e.g. What current policies address this challenge? In what ways does the legal system enhance or constrain a school's ability to serve its students. How might the law be altered or enhanced to better serve the education of students?

3. Suggestions for how the legal system could best support better educational outcomes in the hypothetical.
4. Barriers and implementation challenges to the proposed changes in the legal framework and recommended action steps

Again, my goal is not to have you “think like a lawyer,” but rather, to think like a policymaker facing legal barriers or seeking legal tools to further your objectives.

The first memo is due February 11, 11:59pm. The second memo will be presented to classmates, in Week 11 during normally scheduled class time (March 12). The final written policy memo is due March 18, by 11:59pm.

Final grades are based on the following scale: A+ 98-100%, A 94-97%, A- 90-93%; B+ 87-89%, B 83-86%, B- 80-82%; C+ 77-79%, C 73-76%, C- 70-72%. Any work scoring less than a C- will be required to be revised and resubmitted.

Student Engagement Inventory

Graduate students are expected to perform work of higher quality and quantity, typically with forty hours of student engagement for each student credit hour. For this course, the following table shows the number of hours a typical student would expect to spend in each of the following activities, with an emphasis on writing tasks:

Educational activity		Hours	Explanatory comments
Course attendance	30		10 class meetings of 3 hours each
Assigned readings	50		Includes text and policy brief reading materials (10 weeks x 5 hours per week)
Writing assignments	40		Includes writing of policy syntheses (4 syntheses x 3 hours each), and writing and research for legal hypothetical memos (2 memos x 14 hours each)

**Total hours**                      **120**                      These are approximations. Reading and writing times will vary by individual.

## Weekly Schedule of Topics, Readings, and Assignments


### Notes:

- This calendar and reading assignments may change at my discretion.
- Readings under a given date are to be completed by the time of class on that date.
- You can read in any order you like but I have ordered readings for each week in what I think may make the most sense.
- When I assign a court opinion, it is most important for you to read the majority decision. Dissenting or concurring opinions, however, are a great resource to understand competing policy considerations often before the court.
- For some weeks, I may include supplemental readings. They serve to provide additional or contrasting viewpoints to the primary readings. They are not required, but could be insightful in your future academic and professional work.

### Week 1

The US Legal System: Federal laws, state laws, case law, precedent, jurisdiction, statutes, regulations. Federal and state courts, administrative tribunals.

<https://www.lexisnexis.com/en-us/lawschool/pre-law/intro-to-american-legal-system.page>   
(<https://www.lexisnexis.com/en-us/lawschool/pre-law/intro-to-american-legal-system.page>)


[https://wwws.law.northwestern.edu/student-life/student-services/orientation/documents/orientation-reading-slocum-ch\\_022.pdf](https://wwws.law.northwestern.edu/student-life/student-services/orientation/documents/orientation-reading-slocum-ch_022.pdf)   
([https://wwws.law.northwestern.edu/student-life/student-services/orientation/documents/orientation-reading-slocum-ch\\_022.pdf](https://wwws.law.northwestern.edu/student-life/student-services/orientation/documents/orientation-reading-slocum-ch_022.pdf))

[OPTIONAL]:

<https://law.indiana.edu/instruction/tanford/web/reference/how2writegood.pdf>   
(<https://law.indiana.edu/instruction/tanford/web/reference/how2writegood.pdf>)

## Week 2


The Right to an Education, federal v. state constitutions.

*Rodriguez v. San Antonio ISD*, <https://supreme.justia.com/cases/federal/us/411/1/#tab-opinion-1950219>  (<https://supreme.justia.com/cases/federal/us/411/1/#tab-opinion-1950219>)

*Butt v. California*, <https://law.justia.com/cases/california/supreme-court/4th/4/668.html>  (<https://law.justia.com/cases/california/supreme-court/4th/4/668.html>)

Educational malpractice case: *Peter W. v. SFUSD* <https://caselaw.findlaw.com/ca-court-of-appeal/1830418.html>  (<https://caselaw.findlaw.com/ca-court-of-appeal/1830418.html>)

*Gallegher v. Cappella Univ.* <https://casetext.com/case/gallagher-v-capella-educ-co-1>  (<https://casetext.com/case/gallagher-v-capella-educ-co-1>)

*Williams v. California*, <https://www.cde.ca.gov/eo/ce/wc/wmslawsuit.asp>  (<https://www.cde.ca.gov/eo/ce/wc/wmslawsuit.asp>) [focus primarily on the “Notice of Proposed Settlement” available through a link in that document.]

## Week 3

[NOTE: this is one of our heavier reading weeks; so much of the law’s scrutiny of public education has focused on “equity,” though our schools remain more segregated than ever. Focus on the NAACPLDF compilation of the history of the Brown litigation and Gary Orfield’s analysis of what little has been accomplished in the years since Brown. What does history tell us about the efficacy of efforts like that presented in the Williams litigation we studied the week prior?]

Educational equity;

- Brown v. Board of Education of Topeka – I, 347 U.S. 483 (1954).

<https://www.naacpldf.org/brown-vs-board/>  [\(https://www.naacpldf.org/brown-vs-board/\)](https://www.naacpldf.org/brown-vs-board/)

<https://supreme.justia.com/cases/federal/us/347/483/>   
(<https://supreme.justia.com/cases/federal/us/347/483/>)

- Swann v. Charlotte-Mecklenburg Board of Education, 402 U.S. 1 (1970).

<https://supreme.justia.com/cases/federal/us/402/1/>   
(<https://supreme.justia.com/cases/federal/us/402/1/>)

Parents Involved in Community Schools v. Seattle School District No. 1 and Meredith v. Jefferson County Board of Education, 127 S. Ct. 2738 (2007).

<https://supreme.justia.com/cases/federal/us/551/701/>   
(<https://supreme.justia.com/cases/federal/us/551/701/>)

Orfield on 65 years after Brown <https://escholarship.org/uc/item/23j1b9nv>   
(<https://escholarship.org/uc/item/23j1b9nv>)


Affirmative Action – SFFA v. Harvard [NOTE I have posted the entire opinion, including the concurring and dissenting opinions; reading beyond the majority opinion is optional]

Opinion of the Supreme Court (posted to Canvas)

Q&A from the US Departments of Education and Justice (posted to Canvas)

## Week 4

Gender bias

Title IX [https://www2.ed.gov/about/offices/list/ocr/docs/tix\\_dis.html](https://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html)   
([https://www2.ed.gov/about/offices/list/ocr/docs/tix\\_dis.html](https://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html))

<https://www2.ed.gov/about/offices/list/ocr/docs/investigations/open-investigations/tix.html>  
 (<https://www2.ed.gov/about/offices/list/ocr/docs/investigations/open-investigations/tix.html>)

<https://www2.ed.gov/about/offices/list/ocr/docs/202107-qa-titleix.pdf> 

(<https://www2.ed.gov/about/offices/list/ocr/docs/202107-qa-titleix.pdf>)


<https://supreme.justia.com/cases/federal/us/526/629/> 

(<https://supreme.justia.com/cases/federal/us/526/629/>)

Rights of transgender and LGBTQ students

<https://www2.ed.gov/about/offices/list/ocr/docs/202106-titleix-noi.pdf> 

(<https://www2.ed.gov/about/offices/list/ocr/docs/202106-titleix-noi.pdf>)

[https://www.govinfo.gov/content/pkg/USCOURTS-tned-3\\_21-cv-00308/pdf/USCOURTS-tned-3\\_21-cv-00308-0.pdf](https://www.govinfo.gov/content/pkg/USCOURTS-tned-3_21-cv-00308/pdf/USCOURTS-tned-3_21-cv-00308-0.pdf)  ([https://www.govinfo.gov/content/pkg/USCOURTS-tned-3\\_21-cv-00308/pdf/USCOURTS-tned-3\\_21-cv-00308-0.pdf](https://www.govinfo.gov/content/pkg/USCOURTS-tned-3_21-cv-00308/pdf/USCOURTS-tned-3_21-cv-00308-0.pdf))

## Week 5

Student rights of expression and religion

Tinker v. Des Moines School Dist. <https://supreme.justia.com/cases/federal/us/393/503/> 

(<https://supreme.justia.com/cases/federal/us/393/503/>)

Bethel School District v. Fraser <https://supreme.justia.com/cases/federal/us/478/675/> 

(<https://supreme.justia.com/cases/federal/us/478/675/>)

Mahoney Area School District v. B. L. <https://supreme.justia.com/cases/federal/us/594/20-255/> 

(<https://supreme.justia.com/cases/federal/us/594/20-255/>)

Morse v. Frederick (Bong Hits for Jesus)

<https://supreme.justia.com/cases/federal/us/551/393/#:~:text=Frederick%2C%20551%20U.S.%2039>



([https://supreme.justia.com/cases/federal/us/551/393/#:~:text=Frederick%2C%20551%20U.S.%20393%20\(200](https://supreme.justia.com/cases/federal/us/551/393/#:~:text=Frederick%2C%20551%20U.S.%20393%20(200)

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## Good News Club v. Milford

<https://supreme.justia.com/cases/federal/us/533/98/#:~:text=Because%20the%20school%20had%20>



[\(https://supreme.justia.com/cases/federal/us/533/98/#:~:text=Because%20the%20school%20had%20not%20p](https://supreme.justia.com/cases/federal/us/533/98/#:~:text=Because%20the%20school%20had%20not%20p)

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## The rise of satanic clubs

<https://www.nytimes.com/2023/12/15/us/the-satanic-temple-after-school-club.html>

[\(https://www.nytimes.com/2023/12/15/us/the-satanic-temple-after-school-club.html\)](https://www.nytimes.com/2023/12/15/us/the-satanic-temple-after-school-club.html)

## Week 6

### Faculty rights of expression and religion

Kennedy v. Bremerton (prayer case) [https://supreme.justia.com/cases/federal/us/597/21-](https://supreme.justia.com/cases/federal/us/597/21-418/#:~:text=Held%3A%20The%20Free%20Exercise%20and,to%20suppress%20such%20religious)

[418/#:~:text=Held%3A%20The%20Free%20Exercise%20and,to%20suppress%20such%20religious](https://supreme.justia.com/cases/federal/us/597/21-418/#:~:text=Held%3A%20The%20Free%20Exercise%20and,to%20suppress%20such%20religious)



[\(https://supreme.justia.com/cases/federal/us/597/21-](https://supreme.justia.com/cases/federal/us/597/21-418/#:~:text=Held%3A%20The%20Free%20Exercise%20and,to%20suppress%20such%20religious%20expres)

[418/#:~:text=Held%3A%20The%20Free%20Exercise%20and,to%20suppress%20such%20religious%20expres](https://supreme.justia.com/cases/federal/us/597/21-418/#:~:text=Held%3A%20The%20Free%20Exercise%20and,to%20suppress%20such%20religious%20expres)

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Meriwether v. Hartop (faculty right to dead name)

<https://law.justia.com/cases/federal/appellate-courts/ca6/20-3289/20-3289-2021-03-26.html>

[\(https://law.justia.com/cases/federal/appellate-courts/ca6/20-3289/20-3289-2021-03-26.html\)](https://law.justia.com/cases/federal/appellate-courts/ca6/20-3289/20-3289-2021-03-26.html)

<https://www.bu.edu/pilj/files/2015/09/17-2McCarthyandEckesArticle.pdf>

[\(https://www.bu.edu/pilj/files/2015/09/17-2McCarthyandEckesArticle.pdf\)](https://www.bu.edu/pilj/files/2015/09/17-2McCarthyandEckesArticle.pdf)

## Week 7

### Students' rights to privacy

FERPA <https://studentprivacy.ed.gov/ferpa> [\(https://studentprivacy.ed.gov/ferpa\)](https://studentprivacy.ed.gov/ferpa)

## Fourth Amendment

### Metal detectors

<https://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/318/BUL%205424.2%20ADMINI>



(<https://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/318/BUL%205424.2%20ADMINISTRATIVE>)

### Drug testing *Vernonia School Dist v. Acton*

<https://supreme.justia.com/cases/federal/us/515/646/>

(<https://supreme.justia.com/cases/federal/us/515/646/>)

### Military recruiting *Rumsfeld v. Forum for Academic and Institutional Rights*, 547 U.S. 47 (2006).

<https://supreme.justia.com/cases/federal/us/547/47/>

(<https://supreme.justia.com/cases/federal/us/547/47/>)

## Week 8

### Student discipline and due process

#### *Goss v Lopez*

[https://supreme.justia.com/cases/federal/us/419/565/#:~:text=Lopez%2C%20419%20U.S.%20565%](https://supreme.justia.com/cases/federal/us/419/565/#:~:text=Lopez%2C%20419%20U.S.%20565%20(1975)&)



([https://supreme.justia.com/cases/federal/us/419/565/#:~:text=Lopez%2C%20419%20U.S.%20565%20\(1975\)&](https://supreme.justia.com/cases/federal/us/419/565/#:~:text=Lopez%2C%20419%20U.S.%20565%20(1975)&))

### Racial and ethnic disparity in discipline <https://escholarship.org/uc/item/8kr718bx>

(<https://escholarship.org/uc/item/8kr718bx>)


### Interplay between special education and discipline

<https://www2.ed.gov/about/offices/list/ocr/docs/504-discipline-guidance.pdf>

(<https://www2.ed.gov/about/offices/list/ocr/docs/504-discipline-guidance.pdf>)

## Week 9

### School choice

Charter schools <https://law.justia.com/cases/california/court-of-appeal/4th/75/1125.html>   
(<https://law.justia.com/cases/california/court-of-appeal/4th/75/1125.html>)

<https://www.brookings.edu/articles/the-myth-of-charter-schools/>   
(<https://www.brookings.edu/articles/the-myth-of-charter-schools/>)

### School vouchers

Public support of religious schools (Carson v. Makin)

<https://supreme.justia.com/cases/federal/us/596/20-1088/>   
(<https://supreme.justia.com/cases/federal/us/596/20-1088/>)

Charter schools sharing facilities: <https://www.kcrw.com/news/shows/greater-la/colocation-caloptima/charter-public-schools>   
(<https://www.kcrw.com/news/shows/greater-la/colocation-caloptima/charter-public-schools>)

(Feel free to read or listen).

## Week 10

### Student Presentations.

## Attendance and Absence Guidelines

This is a face-to-face course. Attendance is important because we will develop our knowledge through in-class activities that require your active engagement. We'll have discussions and group activities that will be richer for your presence, and that you won't be able to benefit from if you are not there. While there is not an automatic grade deduction for missing classes, I hope to create a value proposition by which attending class will help you learn more and excessive absences will make it challenging to succeed in the course.

I know our UO community will still be navigating COVID-19, and some students will need to isolate and rest if they get COVID. Please take absences only when necessary, so when they are necessary, your prior attendance will have positioned you for success. Students with COVID are encouraged to seek guidance and resources at UO's [COVID-19 Safety Resources \(https://coronavirus.uoregon.edu/\)](https://coronavirus.uoregon.edu/) webpage. With sufficient advance notice, I can set up a zoom link for a class if you need to isolate during a class.

I will be mindful of the many impacts the unfolding events related to COVID-19 may be having on you. There may be situations beyond the control of individual students that lead to excessive absences such as becoming ill, caring for others, managing home schooling, etc.

Contact the instructor in advance in case of illness or emergencies that preclude completing assignments as scheduled. Late submissions will receive a maximum of 50% credit without prior notice and approval. Failure to submit the final policy memo before grades close may result in a final grade of I, D or F.

### **Course Principles and Classroom Behavior\***

*Learning from each other:* Each of us—myself included—comes with limited perspectives on education. We gain depth of understanding by learning others' views. For this reason, it is imperative that we each try to listen and understand the perspectives of others, especially those with whom we disagree most strongly. This also means that you are responsible for teaching others. If you're having trouble finding ways to bring your perspectives into our class conversations, please see me so we can work this out.

*Sensitive topics and respectful disagreement:* This class involves topics that are often challenging to discuss (race, class, gender, disability, immigrant status, identity issues of various sorts, privilege...). I welcome the creation of a dialogue that is open, thoughtful, and founded on the basis of research in the field and personal experience. At times, some of you will not agree on the positions that are taken. This diversity is welcomed. However, I ask that you exercise thoughtfulness, introspection, and respect both in our conversations in class and online.

*Work with me to make this course suit your needs:* There are plenty of worthwhile topics related to education law that are not included in this syllabus due to time limitations. And taking only the topics we do cover, there are many worthwhile perspectives that we will not explore. If you have interests that are not addressed in the syllabus, I encourage you to use the flexibility of assignments (to address these).

*Class expectations include:*

- Arrive on time, prepared for class.
- Attend for the duration of class.

- Participate actively in class activities.
- Respect the diversity of cultures, opinions, and viewpoints in the classroom.
- Listen to fellow students and the professor with respect.
- Return from breaks in a timely manner.
- Do not use laptops for email, surfing, or other activities unrelated to class.
- Turn off cell phones and other electronic devices unless you have notified professor.

*Interacting with me:* I welcome being in touch with each of you and hope you come and talk by simply making an appointment with my EA Brad Lowary (blowary@uoregon.edu). I look forward to getting to know each of you better over the course of the quarter. That said, if you have questions about course operations, details of the syllabus or any other course logistics questions that can be addressed publicly, please post these to the pinned Canvas discussion thread. I want the majority of our interactions to be substantively oriented and enjoyable. I will respond to questions on the Canvas board directly, and you may have your question answered by someone else (*a caveat: if you have a question about a course requirement, I am the ultimate authority. If someone else posts inaccurate information about a course requirement, I will correct them, but do not assume their answers are accurate*).

## DREAMERS

I support all students regardless of immigration status or country of origin. As a Dreamer Ally, I support Dreamer students and promote their sense of belonging and safety as they pursue their higher education goals. For more information and resources please visit our [Dreamers](https://www.uoregon.edu/dreamers) (<https://www.uoregon.edu/dreamers>) page and the [Immigration FAQs](https://international.uoregon.edu/immigration_faq) ([https://international.uoregon.edu/immigration\\_faq](https://international.uoregon.edu/immigration_faq)) page. I commit to not sharing your status with anyone if you reveal it to me, but also remind you that **when interacting with faculty, staff, and offices around campus you are never required to reveal your immigration status.**

## Diversity, Equity and Inclusion

It is the policy of the University of Oregon to support and value equity and diversity and to provide inclusive learning environments for all students. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

In this course, class discussions, projects/activities and assignments will challenge students to think critically about and be sensitive to the influence, and intersections, of race, ethnicity, nationality, documentation status, language, religion, gender, socioeconomic background, physical and cognitive ability, sexual orientation, and other cultural identities and experiences. Students will be encouraged to develop or expand their respect and understanding of such differences.

Maintaining an inclusive classroom environment where all students feel able to talk about their cultural identities and experiences, ideas, beliefs, and values will not only be my responsibility, but the responsibility of each class member as well. Behavior that disregards or diminishes another student will not be permitted for any reason. This means that no racist, ableist, transphobic, xenophobic, chauvinistic or otherwise derogatory comments will be allowed. It also means that students must pay attention and listen respectfully to each other's comments.

Resources for students can be found here: <http://dos.uoregon.edu/community> (<http://dos.uoregon.edu/community>). Resources for undocumented students may be found at: <https://blogs.uoregon.edu/dreamers/> (<https://blogs.uoregon.edu/dreamers/>).

## Using Pronouns and Personal Preference

The College of Education is always working to include and engage everyone. One way we can do this is to share our pronouns, or the words we want to be called when people aren't using our name. Like names, pronouns are an important part of how we identify ourselves. Because we recognize that assuming someone's gender can be hurtful, especially to members of our community who are transgender, genderqueer, or non-binary this practice can assist in promoting respectful communication. As a community, we are all learning together about the importance of pronouns and being better allies to the trans community on campus. If you would like to ensure clarity around pronouns, please feel free to share any pronouns you would prefer me to use when referring to you to help me be aware of how to address you respectfully. Please visit this university website for more information.

<https://studentlife.uoregon.edu/pronouns> (<https://studentlife.uoregon.edu/pronouns>)

## Accessible Education

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. *Participation includes access to lectures, web-based information, in-class activities, and exams. The Accessible Education Center (<http://aec.uoregon.edu/> (<http://aec.uoregon.edu/>)) works with*

*students to provide an instructor notification letter that outlines accommodations and adjustments to class design that will enable better access. Contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu) (<mailto:uoaec@uoregon.edu>) for assistance with access or disability-related questions or concerns.*

## **Children in Class**

*Here are my policies (with credit to [Daniel Anderson](https://github.com/datalorax)  (<https://github.com/datalorax>)) regarding children in class:*

- All breastfeeding babies are welcome in class as often as necessary.*
- Non-nursing babies and older children are welcome whenever alternate arrangements cannot be made. I understand that childcare arrangements fall through, partners have conflicting schedules, children get sick, and other issues arise that leave caregivers with few other options.*
- In cases where children come to class, I invite parents/caregivers to sit close to the door so as to more easily excuse yourself to attend to your child's needs. Non-parents in the class: please reserve seats near the door for your parenting classmates.*
- All students are expected to join with me in creating a welcoming environment that is respectful of your classmates who bring children to class.*
- I understand that sleep deprivation and exhaustion are among the most difficult aspects of caring for young children. The struggle of balancing school, work, childcare, and graduate school is tiring (not to mention being in the middle of a pandemic!), and I will do my best to accommodate any such issues while maintaining the same high expectations for all students enrolled in the class. Please do not hesitate to contact me with any questions or concerns*

## **Accommodation for Religious Observances**

The university makes reasonable accommodations, upon request, for students who are unable to attend a class for religious obligations or observance reasons, in accordance with the university discrimination policy which says “Any student who, because of religious beliefs, is unable to attend classes on a particular day shall be excused from attendance requirements and from any examination or other assignment on that day. The student shall make up the examination or other assignment missed because of the absence.” To request accommodations for this course for religious observance, visit the Office of the Registrar's website (<https://registrar.uoregon.edu/calendars/religious-observances> (<https://registrar.uoregon.edu/calendars/religious-observances>)) and complete and submit to the instructor the “Student Religious Accommodation Request” form prior to the end of the second week of the term.

## **Mental Health and Wellness**



*Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus. As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about. University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at [health.uoregon.edu/ducknest](https://health.uoregon.edu/ducknest). University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at [counseling.uoregon.edu](https://counseling.uoregon.edu) or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).*

## **Basic Needs**

*Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support.*

*This UO webpage includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support: <https://blogs.uoregon.edu/basicneeds/food/> (<https://blogs.uoregon.edu/basicneeds/food/>). If your need is urgent, please contact the Care and Advocacy Program by calling 541-346-3216, filling out the [Community Care and Support form](https://cm.maxient.com/reportingform.php?UnivofOregon&layout_id=1) ([https://cm.maxient.com/reportingform.php?UnivofOregon&layout\\_id=1](https://cm.maxient.com/reportingform.php?UnivofOregon&layout_id=1)), or by [scheduling an appointment](https://outlook.office365.com/owa/calendar/CareandAdvocacyProgram@uoregon.edu/bookings/) (<https://outlook.office365.com/owa/calendar/CareandAdvocacyProgram@uoregon.edu/bookings/>) with an advocate.*

## **Respect for Diversity**

You can expect to be treated with respect in this course. Both students and your instructor(s) enter with many identities, backgrounds, and beliefs. Students of all racial identities, ethnicities, and genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientation, citizenship statuses, ability and other visible and non-visible differences belong in and contribute to this class and this discipline. All students are expected to contribute to a respectful, welcoming and inclusive environment for every member of the class.



Class rosters are provided to instructors with students' legal names. Please let me know if the name or pronouns I have for you are not accurate. It is important to me to address you properly.

Please let me know if aspects of the instruction, course design, or class activities undermine these principles in any way. For additional assistance and resources, you may also consider contacting the [Division of Equity and Inclusion through their website \(http://inclusion.uoregon.edu/\)](http://inclusion.uoregon.edu/) or by phone (at 541-346-3175), or the [Center for Multicultural Academic Excellence through their website \(https://inclusion.uoregon.edu/center-multicultural-academic-excellence-cmae\)](https://inclusion.uoregon.edu/center-multicultural-academic-excellence-cmae) or by phone (at 541-346-3479).

## Academic Integrity

*The University Student Conduct Code (available at [conduct.uoregon.edu \(http://conduct.uoregon.edu/\)](http://conduct.uoregon.edu/)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at [https://researchguides.uoregon.edu/citing-plagiarism \(https://researchguides.uoregon.edu/citing-plagiarism\)](https://researchguides.uoregon.edu/citing-plagiarism).*

## Mandatory Reporter Status

I am as designated reporter, meaning that I am obligated to share information with the university's Title IX office should I encounter information about violations of the university's policies against prohibited discrimination, including sexual harassment, sexual violence, domestic violence or stalking. For information about my reporting obligations as an employee, please see [Employee Reporting Obligations \(https://investigations.uoregon.edu/employee-responsibilities#employee-obligations\)](https://investigations.uoregon.edu/employee-responsibilities#employee-obligations) on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing any form of prohibited discrimination or harassment, including sex or gender-based violence, may seek information and resources at [safe.uoregon.edu \(http://safe.uoregon.edu/\)](http://safe.uoregon.edu/), [respect.uoregon.edu \(https://respect.uoregon.edu/\)](https://respect.uoregon.edu/), or [investigations.uoregon.edu \(https://investigations.uoregon.edu/\)](https://investigations.uoregon.edu/) or contact the non-confidential Title IX office/Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help. I am also a mandatory

reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect \(https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect\)](https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect).

## **Academic Disruption due to Campus Emergency**

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also encouraged to continue the readings and other assignments as outlined in this syllabus or subsequent syllabi.

## **Inclement Weather**

It is generally expected that class will meet unless the University is officially closed for inclement weather. If it becomes necessary to cancel class while the University remains open, this will be announced on Canvas and by email. Updates on inclement weather and closure are also communicated in other ways described here: <https://hr.uoregon.edu/about-hr/campus-notifications/inclement-weather/inclement-weather-immediate-updates> (<https://hr.uoregon.edu/about-hr/campus-notifications/inclement-weather/inclement-weather-immediate-updates>)

## **Conflict Resolution**

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, fall term you can contact the Associate Dean for Academic Affairs, Sylvia Thompson, (541) 346-2483 [sthomps5@uoregon.edu](mailto:sthomps5@uoregon.edu). Outside the College, you can contact:

- Conflict Resolution Services 346-3216 <http://studentlife.uoregon.edu/support> (<http://studentlife.uoregon.edu/support>)
- Office of Investigations and Civil Rights Compliance: 346-3123 <https://investigations.uoregon.edu/>

## **Grievance Policy**

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow University student grievance procedures (<https://policies.uoregon.edu/grievance-procedures>) and/or consult with the College Associate Dean for Academic Affairs, Lillian Duran, 541.346.2502, [lduran@uoregon.edu](mailto:lduran@uoregon.edu).

### **Course Incomplete Policy**

Students are expected to be familiar with university policy regarding grades of “incomplete” and the timeline for completion. For details on the policy and procedures regarding incompletes, Please see:

<https://education.uoregon.edu/academics/incompletes-courses>

(<https://education.uoregon.edu/academics/incompletes-courses>)

### **Reporting Title IX Experiences**



Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at [safe.uoregon.edu](https://safe.uoregon.edu). To get help by phone, a student can also call either the UO’s 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at <https://respect.uoregon.edu/> or <https://investigations.uoregon.edu/> (<https://investigations.uoregon.edu/>) or contact the non-confidential OICRC office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at <http://aaeo.uoregon.edu/content/discrimination-harassment> (<http://aaeo.uoregon.edu/content/discrimination-harassment>).

Specific details about confidentiality of information and reporting obligations of employees can be found at <https://titleix.uoregon.edu> (<https://titleix.uoregon.edu>).

\* Adapted from Paul Skilton-Sylvester.

# Course Summary:

Date	Details	Due
Wed Jan 24, 2024	 <a href="#">Hypothetical One -- NOTE ONE WEEK EXTENSION</a> ( <a href="https://canvas.uoregon.edu/courses/233569/assignments/1592974">https://canvas.uoregon.edu/courses/233569/assignments/1592974</a> )	due by 11:59pm
Sun Feb 11, 2024	 <a href="#">Legal Issue/Policy Memo 1</a> ( <a href="https://canvas.uoregon.edu/courses/233569/assignments/1596727">https://canvas.uoregon.edu/courses/233569/assignments/1596727</a> )	due by 11:59pm