

# UNIVERSITY OF REDLANDS

## SCHOOL OF EDUCATION

**Location Address**

University Hall North  
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## COURSE SYLLABUS

**Course:** EDUC 674  
**Course Title:** School Politics and Law  
**Term:** Spring 2017  
**Days/Times:** Thursday 5:30 p.m. – 8:30 p.m.  
**Class Location:** Gregory Hall 270

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**Faculty:** Dr. Casaundra McNair  
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### Catalog Course Description

Federal and state laws, as well as court decisions and legal opinions, are presented and analyzed as they relate to educational policies and procedures. Contract law and laws dealing with school operations are highlighted. Exploration of the field of school governance and politics in relation to positive school climate and school improvement.

**The following CTC standards for Counseling are partially addressed in this course:**

Generic Standard 3	Socio-Cultural Competence
Generic Standard 6	Professional Ethics and Legal Mandates
Generic Standard 9	School Safety & Violence Prevention
Generic Standard 11	Learning Theory & Educational Psychology
Generic Standard 12	Professional Leadership Development
Specialization Standard 18	Professionalism, Ethics & Legal Mandates

### Course Objectives

Upon successful completion of this course, the student should be able to:

1. Understand the origins and types of law and how they impact public education. **(CAPE 1A, 1B, 3A, 3B, 3C, 4A, 4B, 6A-C)**
2. Understand legal concepts as applied to education as well as the rights and responsibilities of students, parents, school employees and elected officials. **(CAPE 1A, 1B, 3B, 4A, 4B)**
3. Understand the ethical and legal mandates for the education of all children in California. **(CAPE 6A-6C)**

4. Analyze and understand the landmark state and federal court cases that have shaped public education policy and law, including those related to constitutional principles of freedom of speech, press, religion, and assembly, search and seizure, due process, state's rights, and equal protection. **(CAPE 6A-6C)**
5. Understand state and federal laws related to privacy, special education and nondiscrimination. **(CAPE 1A, 1B, 4A, 6A-6C)**
6. Understand the causes of tension and conflict in setting public policy and meeting the legal mandates of a free public education. **(CAPE 1A, 1B, 3C, 4A, 6A-6C)**
7. Understand and identify significant groups who impact schools through the political process. **(1A, 1B, 3A-3C, 5B, 5C, 6A-6C)**
8. Understand the legislative process and the roles of the various state agencies, legislature, administration, and the "third house." **(CAPE 6A-6C)**
9. Understand the roles and responsibilities of the school professionals in local and state politics. **(CAPE 3A-3C, 6A-6C)**
10. Understand the intersection of state policy and the electorate, the legislative and political process, and the courts. **(CAPE 6A-6C)**

### **Required Readings/References**

- The Constitution of the United States of America
- Landmark United States Supreme Court decisions as assigned
- Other on-line sources (court decisions, scholarly articles and opinion pieces) as assigned
- A variety of class handouts

### **Candidate Assessment**

1. Written reviews of eight (8) United States Supreme Court cases as assigned. These reviews will contain the facts of the case, the findings of the court, and the implications of the decision on the educational profession. A case review template will be provided. Reviews generally will not exceed two (2) pages. **(CAPE 1A, 1B, 3A-3C, 4A, 4B, 5B, 5C, 6A-6C and Counseling Standards 6, 11, 12 and 18).**
2. Participation in and successful completion of a comprehensive final examination. **(CAPE 1A, 1B, 3A-3C, 4A, 4B, 5B, 5C, 6A-6C and Counseling Standards 6, 11, 12 and 18).**
3. Regular, prompt class attendance; active, engaged participation during and contribution to class discussion and debate. Each student is expected to contribute to the learning of others. **(CAPE 5B, 5C, 6A-6C and Counseling Standards 3, 6, 11 & 12)**
4. Attendance at and summary of a local school board meeting. (Required in lieu of class attendance on March 9, 2017) **(CAPE 5B, 5C, 6A-6C)**

5. Board Policy Review: Executive Summary, law analysis, interview guide, and copies of appropriate board policy/statutory law/case law. **(CAPE 1A, 1B, 3A-3C, 4A, 4B, 5B, 5C, 6A-6C and Counseling Standards 6 & 18)**
6. A 10-hour fieldwork project related to applicable standards involving policy, politics, regulatory, and legal mandates including proposal and summary of experience (Standards depend on topic). Students will submit a summary of their goals in observing the policy, politics, regulatory and/or legal mandates in their area of study (K-12 or Higher Ed). Students will submit a summary of what they accomplished in a 1-2 page paper on the last night of class regarding their fieldwork experience, indicating IF they accomplished their goals. (5 points)

<i>Assignment</i>	<i>Points</i>
<b>Course Participation</b>	<b>20</b>
<b>Fieldwork Proposal</b>	<b>5</b>
<b>Case Reviews (8 @ 5 points each)</b>	<b>40</b>
<b>Board Policy Review</b>	<b>5</b>
<b>Fieldwork Summary</b>	<b>10</b>
<b>Final</b>	<b>20</b>
<b>TOTAL</b>	<b>100</b>

### Grading System/Scale

95-100	A	4.0
90-94	A-	3.7
88-89	B+	3.3
85-87	B	3.0
80-84	B-	2.7
78-79	C+	2.3
73-77	C	2.0
70-71	C-	1.7

### **Evaluation of your work will be based on the following criteria:**

**A/4.0:** All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, attention to detail, evidence of originality, organization and reflection. Learning is demonstrated by careful preparation for class, and thoughtful contributions as an individual and group member.

**A-/3.7:** All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, evidence of originality, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.

**B+/3.3:** All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in expression, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.

**B/3.0:** All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in organization and reflection. Learning is demonstrated by preparation for class, and contributions as an individual and group member.

- **It is important to realize that grades below 3.0 indicate a problem. The cumulative grade point average must remain at 3.0 or higher, so grades lower than this can affect your degree and/or credential receipt.**

**B-/2.7:** All assignments are complete, edited, and meet most stated course requirements. Written work is slightly below graduate level quality. Preparation for class, and contributions as an individual and group member are slightly below an acceptable level.

- Student should arrange conferences with the professor and advisor to discuss it.

**C+/2.3:** All assignments are complete and some meet most stated course requirements. Written work is below expected graduate level quality. Preparation for class, and contributions as an individual and group member are slightly below an acceptable level.

- Student should arrange conference with the professor; and a conference with the advisor is **required**.

**C/2.0:** Assignments are complete but do not meet stated course requirements. Written work is well below expected graduate level quality.

- A meeting with the professor should be arranged; and a meeting with the advisor is **required**. The professor will notify the advisor of the grade.

**Below 2.0:** Grades below 2.0 are not acceptable for credit toward a degree or credential. A conference with the advisor is **required** and a plan to correct the problems that led to the grade will be developed. Further unacceptable grades could lead to the students being dropped from the program. The professor will notify the advisor of the grade.

**D/1.7 and F 1.3 – 0.0:** Assignments not met – no credit for class. **Grades below 2.0 are not acceptable for credit toward a degree or credential.** A conference with the advisor is **required** and a plan to correct the problems that led to the grade will be developed. Further unacceptable grades could lead to the students being dropped from the program. The professor will notify the advisor of the grade.

## **SCHOOL OF EDUCATION POLICY**

### **Academic Honesty**

All students are expected to demonstrate integrity and honesty in completion of class assignments. Students must give credit to appropriate sources utilized in their work. Plagiarism can result in dismissal from the University.

### **Attendance**

Active class participation and attendance is required. If you miss more than two classes, you may be asked to repeat the class at another time. You are expected to be on time for class and stay for the entire class.

### **Assignments**

Assignments are due on the due date in class. The instructor must approve exceptions in advance.

### **Topic Outline, Schedule, Readings and Activities**

\*Topic outline will be adjusted at the end of the first class session and updated/modified each week as necessary.

<b><u>Class Session</u></b>	<b><u>Activities</u></b>	<b><u>Date</u></b>	<b><u>Assignment Due</u></b>
<b>Class 1</b>	Introduction /Overview of Course Sources of Law Structure of the Government/Courts Constitution of the United States Educational Justice & Personal Ethics	01.12.17	
<b>Class 2</b>	First Amendment – Freedom of Speech and Press; Student, Employee, School Rights and Responsibilities	01.19.17	Case Review 1- Tinker v. Des Moines
<b>Class 3</b>	First Amendment – Establishment/Free Exercise – Individual Religious Freedom; Church & State Relationship	01.26.17	Fieldwork Proposal Due  Case Review 2 – Everson v. BOE; Santa Fe Independent v. Doe; Barnette v. West Virginia BOE; Lemon v. Kurtzman
<b>Class 4</b>	First Amendment – Freedom of Speech and Press	02.02.17	Case Review 3 – Lemon v. Kurtzman; <a href="#">Pickering v. Board of Education</a>
<b>Class 5</b>	Fourth Amendment – Search and Seizure; Personal Liability – Qualified Immunity	02.09.17	Case Review 4- TLO v. New Jersey

<b>Class 6</b>	Fifth Amendment – Due Process Student Discipline, Suspension/ Expulsion; CA Ed Code 48900-48927	02.16.17	Case Review 5- Safford Unified School District v. Redding; Goss v. Lopez
<b>Class 7</b>	Fourteenth Amendment – Equal Protection; Search & Seizure/School Safety/ Penal Code; Undocumented Children	02.23.17	Case Review 6– Brown v. BOE; Community Consolidated Sch. Dist. #93 v. John F. (IL);
<b>Class 8</b>	Sexual Harassment, Hazing, Bullying, Hate Violence, Title IX The Civil Rights Act of 1964	03.02.17	Case Review 7–Hoing v. Doe; Lau v. Nichols; Plyler v. Doe; Davis v. Monroe
<b>Class 9</b>	Attend School Board Meeting	03.09.17	
<b>Class 10</b>	Special Education- IDEA, Rehabilitation Act, Section 504, ADA	03.16.17	Case Review 8– Davis v. Monroe Rowley v. BOE
<b>Class 11</b>	Governance- Local Political Structures, Policies, Regulations, and Procedures, NCLB to ESSA Board Policy Review I	03.23.17	Board Policy Review Summary Due
<b>Class 12</b>	Class Summary Board Policy Review Part II FINAL EXAM Evaluations	03.20.17	Fieldwork Summary Due  Final