

***SCHOOL OF EDUCATION***

***Location Address Mailing Address***

*University Hall North 1200 East Colton Avenue*

*On Brockton Avenue P.O. Box 3080*

*Between University Street &Grove Street Redlands, CA 92373*

***Phone Fax***

*(909) 335-4010 (909) 335-5204*

***COURSE SYLLABUS***

**Course:** EDUC 674

**Course Title:** School Politics and Law

**Term:** Fall 2016

**Days/Times:** 5:30 – 8:30

**Class Location:** Hall of Letters 209

**Faculty:** Paul C. Jessup, Riverside County Deputy Superintendent of Schools

Chief Administrative Officer, Riverside County Office of Education

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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 Administration are partially addressed in this course:**

Standard 2 Development of Professional Perspectives

Standard 4 Administrative Concepts and Management Strategies

Standard 5 Role of Schooling in a Democratic Society

Standard 6 Working with Diverse Populations

Standard 7 Nature of Field Experiences

Standard 9 Educational Leadership

Standard 10 Organizational Management

Standard 11 Instructional Program

Standard 12 Management of Schools

Standard 13 Human Resource Administration

Standard 14 Fiscal Resource and Business Service Administration

Standard 15 Legal and Regulatory Applications

Standard 16 Policy and Political Influences

Standard 17 School and Community Collaborations

Standard 18 Use of Technology

**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 ethical and legal mandates for education in California. (CTC Admin Standards 2, 5 & 15 and Counseling Standards 3, 6 & 18)
2. Identify the significant groups who impact on schools politically and those responsible for professional leadership development. (CTC Admin. Standards 2, 5, 6, 16, 17 and Counseling Standards 6, 9, 11 & 12)
3. Understand the causes of conflict in setting public policy and legal mandates for education. (CTC Admin. Standards 4, 5, 6, 9, 12, 15, 16, 17 and Counseling Standards 6, 9, 11 & 18)
4. Understand church and state educational relationships. (CTC Admin. Standards 2, 5, 15, 16, 17 and Counseling Standards 6, 9, 11 & 18)
5. Understand legal concepts as applied to education, including: tort liability; rights and responsibilities of students, parents, and educational staff; the right to privacy; and equal opportunity. (CTC Admin. Standards 2,4,13, 14, 15 and Counseling Standards 6 & 18)
6. Understand the role of a school administrator/counselor in local politics. (CTC Admin. Standards 4, 5, 6, 9, 15, 16, 17 and Counseling Standards 6 & 18)
7. Analyze educational proposals in your district, taking into consideration the political aspects of the local situation. (CTC Admin. Standards 2, 5, 14, 15, 16, 17 and Counseling Standards 6 & 18)
8. Understand the key elements related to the ethics of issues in school politics and law (CTC Counseling Standard 6 and 18)
9. Understand necessary steps in establishing an effective school safety plan as well as other ways to prevent violence on campus. (CTC Counseling Standard 9)
10. Understand the origins of law and how they impact education.

**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 ten (10) 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. (CTC Admin. Standards 12, 15, 16, and 17 and Counseling Standards 6, 11, 12 and 18).

2. Participation in and successful completion of a comprehensive oral final examination.

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. (CTC Admin. Standards 6, 9 and Counseling Standards 3, 6, 11 & 12)

4. Attendance at and summary of a local school board meeting. (May be required in lieu of class attendance on October 6.)

5. A 10-hour fieldwork project (as applicable per specific program) related to standards involving policy, politics, regulatory, and legal mandates.

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| Assignment | ***Points*** |
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| Fieldwork Proposal | **5** |
|  |  |
| **Case Reviews (2 points each)** | **20** |
|  |  |
| **Class Attendance/Participation** | **25** |
|  |  |
| Final – Comprehensive Oral Exam | **50** |
|  |  |
|  |  |
| TOTAL | **100** |

**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**

Regular, class attendance and participation is required and expected. Absences that exceed more than two class periods may require enrollment in the class during another term. Students are expected to be on time for each class and stay for the entire class.

### Assignments

Assignments are due on the dates listed in the syllabus – unless modified by the instructor. Any exceptions must be approved in advance by the instructor.

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

The topic outline lists the expected sequence of topics; *it will be updated/modified each week as appropriate or necessary.* The legal reviews will be due at the completion each class beginning with the second class and continuing through the tenth class unless otherwise noted.

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| **Class Session** | **Topics** | Date | Assignment Due |
| **Class 1** | Introduction/Overview of Course; Sources of Law; Structure of the Government and Courts | 09.08.16 |  |
| **Class 2** | First Amendment – Freedom of Speech and Press; Student, Employee, School Rights and Responsibilities | 09.15.16 | Case Review 1 Tinker\* |
| **Class 3** | First Amendment – Establishment/Free Exercise Clause; Church/State Relationship; Individual Religious Freedom | 09.22.16 | Case Reviews 2/3 Everson/Barnette\*\* |
| **Class 4** | The Intersection of State Policy, Politics and the Courts; Recent Cases and Legislative Proposals; The Third House | 09.29.16 |  |
| **Class 5** | Fourth Amendment – Search and Seizure  Personal Liability – Qualified Immunity | 10.06.16 | Case Review 4  TLO |
| **Class 6** | Fifth Amendment – Due Process;  Student Discipline, Suspension/Expulsion;  CA Education Code 48900 – 48927 | 10.13.16 | Case Review 5  Goss |
| **Class 7** | Harassment, Hazing, Bullying, and Hate Violence; Title IX | 10.20.16 | Case Review 6  Davis |
| **Class 8** | Fourteenth Amendment – Equal Protection | 10.27.16 | Case Review 7 |
| **Class 9** | Undocumented Children; Bilingual Education; Title VI of the Civil Rights Act of 1964; California’s Initiative Process | 11.03.16 | Case Reviews 8/9  Plyler/Lau\* |
| **Class 10** | Special Education – IDEA, Rehabilitation Act Section 504, ADA | 11.10.16 | Case Review 10  Rowley |
| **Class 11** | Governance – Local Political Structure; Policies, Regulations, Procedures  FINAL – Part 1 | 11.17.16 | Final |
| **Class 12** | FINAL – Part 2  Course Summary  Course/Professor Evaluation | 12.01.16 | Final |

\*Cases summaries (Tinker and Lau) provided by the instructor

\*\*Due over two-week period.