I. Course Description

This course explores the principles of law applicable to practical problems of school administration in the United States. Students will examine legal issues practicing administrators face in their day to day experiences.

II. Rationale

Learning and Leading through Reflective Practice is the shared vision of the USD School of Education for all of its programs. The underlying intent of the vision requires that students be exposed to learning experiences that will enhance their ability to engage in life-long learning and leadership roles anchored in reflective practice. School administrators must engage in many decision-making processes in the course of providing leadership in our schools. The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.
Grounded within the Reflective Decision-Making Model of USD, EDAD 735 prepares professionals through the School of Education for practice and decisions about school administration that integrate theory, research, and experience. The purpose of this course is to examine the fundamental components and practices of legal frameworks in schools. The course challenges professional administrators to balance the rights of students with the responsibility to maintain a learning environment free from material and substantial disruption.

III. Textbooks

The textbook adopted for this course is:

ISBN-13 9780133905427

ISBN-10: 9781640204249

The books listed above for this course can be purchased from Barnes and Noble at the University of South Dakota: call 605-677-6291 or email bn@usd.edu. Also, the books can be ordered directly from the company or any other source available.

IV. Course Objectives and Outcomes

This course is designed to enable students to:

<table>
<thead>
<tr>
<th>Objective / Outcome</th>
<th>Standards Code</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the philosophical bases underlying the American system of law including the legal framework, legal principles, legal terms and selected landmark cases.</td>
<td>NELP – BL 2.1; 2.2; 2.3; 2.4; 3.4; 6.4</td>
<td>Online Discussions Case Analysis</td>
</tr>
<tr>
<td>Analyze and interpret the federal and state statutes governing the operation of education programs</td>
<td>NELP – BL 6.4; DL 6.3; 6.4</td>
<td>Online Discussions Policy Paper Legal Briefs Issues and Practices papers</td>
</tr>
</tbody>
</table>
V. Technology Requirements

Desire to Learn (D2L) will be the course management system that is utilized during the semester. Students will need to have a user id and password from the University of South Dakota. If you do not have a user id or have any technology questions throughout the semester please contact the student help desk at (605) 677-5028 or e-mail helpdesk@usd.edu.

VI. Instructional Methods and Activities

Methods and activities for instruction include:

A. Distance Experiences

1. Online discussion will be used extensively throughout the course. Course content will be presented by utilizing textbooks, Powerpoint and chapter summaries.

2. Examples of various online legal resources and instructional materials will be provided throughout the course.

3. Student interaction and participation in the online environment is critical to the success of the learning experience.

4. Legal briefs and case study papers are designed to give practical experience about legal issues and to enhance critical thinking and research skills.

B. Clinical Experiences

1. Group discussion and project work will be used throughout, specifically during the discussion board, and online projects.

2. Students will be able to share the experiential learning from the completion of their legal briefs, case studies and discussion postings.
3. Tasks such as developing a flowchart for a legal process and a presentation on student and staff rights will have application in the field.

VII. Course Requirements and Assessment
A. Course Requirements

The final grade will include several assignments as follows:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues and Practices papers (4)</td>
<td>28%</td>
<td>200 Points</td>
</tr>
<tr>
<td>1st and 4th Amendment paper</td>
<td>3%</td>
<td>25 Points</td>
</tr>
<tr>
<td>Topic Research</td>
<td>3%</td>
<td>25 Points</td>
</tr>
<tr>
<td>Midterm Project</td>
<td>17%</td>
<td>150 Points</td>
</tr>
<tr>
<td>Final Project</td>
<td>12%</td>
<td>100 Points</td>
</tr>
<tr>
<td>Online Discussion postings (14 modules)</td>
<td>24%</td>
<td>210 Points</td>
</tr>
<tr>
<td>Flowchart</td>
<td>3%</td>
<td>50 Points</td>
</tr>
<tr>
<td>Question Forum</td>
<td>5%</td>
<td>50 Points</td>
</tr>
<tr>
<td>Case Law Bulletin Board</td>
<td>5%</td>
<td>50 Points</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>860 points possible</td>
</tr>
</tbody>
</table>

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>B</td>
<td>87-93</td>
</tr>
<tr>
<td>C</td>
<td>78-86</td>
</tr>
<tr>
<td>D</td>
<td>70-77</td>
</tr>
</tbody>
</table>

Point Range and Grade Earned

<table>
<thead>
<tr>
<th>Total Points Possible</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>808 - 860</td>
</tr>
<tr>
<td>B</td>
<td>748 - 807</td>
</tr>
<tr>
<td>C</td>
<td>671 - 747</td>
</tr>
<tr>
<td>D</td>
<td>602 - 670</td>
</tr>
<tr>
<td>F</td>
<td>Less than 602</td>
</tr>
</tbody>
</table>

Please Note - scoring rubrics and additional detail will be provided for each of the assignments listed below. Such rubrics and detail will be found under the Content tab in D2L. Check out the folder named Assignments and the other folder named Rubrics for Grading.
Online Participation / Discussion Board (210 pts): This course requires students to be actively involved in their learning about the legal frameworks of education. Students are expected to read and be prepared for each module with several thoughts and ideas from the assigned readings, to related information / materials to share, to contribute to discussions, and to interact with class members. All course work is set up in modules; fifteen modules for the course. Sets of modules will be opened as the course progresses. At the beginning of each module you simply need to click on Content in Desire to Learn (D2L). Each module will have an overview that outlines the objectives, the activities, readings and assignments. There will be written lectures, powerpoints, and chapter summary notes also posted in Content of Desire to Learn (D2L).

You will be participating in the discussion board as one of the activities for each module. There will be small groups of 6-8 members set up at the beginning of the discussion for the purposes of discussion board participation. Your discussion postings should be timely and focused on the content and your professional practice. I am requiring that you respond to all prompts within the discussion module by midnight CST each Thursday evening. Then you are required to respond to two of your peers in your discussion group by midnight CST the following Sunday. Your response to peers should be thoughtful, analytical, and challenge comments made. Be diligent in checking the discussion board frequently. You may be asked on occasion to summarize the postings for your group. Think of a module week running from Monday to the following Sunday night, with the module being open for viewing at least 4 weeks in advance.

Topic Research Paper (25 pts) - A paper requiring you to use 5 different sources for identifying case law around a specific topic.

1st and 4th Amendment paper (25 pts) - Restate these two amendments in your own words while capturing the essence of each of these significant amendments.

Issues and Practices (200 pts): In addition to the discussions you will be asked to write five papers in an activity called Issues and Practices. The instructor will assign contemporary school issues which will have a legal question. Your responsibility will be to research the assigned topic, apply your current state’s law to the scenario, apply precedent court cases and take a position on the educational issue. A template for your paper will be discussed later in the course. The fifth Issues and Practices assignment may be an oral presentation instead of the written format.

Questions Forum (50 pts): During the course of the semester, you are expected to submit 5 questions to the Questions Forum. After you have completed your reading assignments and posted your responses, reflect for a moment on what you don’t know or would like to know and post a question in the Questions Forum. If you know the answer to someone else’s question, please post a response. In the meantime, I will attempt to answer the questions as they appear. Please know that you are not expected or required to respond to the
questions, but any information or experiences you can share will surely be appreciated. You may submit more than 5 questions, but only 5 are required.

**Case Law Bulletin Board (50 pts)** - During the course of the semester, you will be required to submit 5 case law citations to the class bulletin board. Each citation must be accompanied by a brief description of the outcome of the case and placed in the proper category.

**Midterm Presentation (150 pts)** - You will be required to prepare a powerpoint, prezi, or detailed outline of a presentation you could give to staff regarding student rights in the areas of religion, speech, dress, and search/seizure.

**Flowchart (50 pts)** - prepare a flowchart that identifies the proper sequence of steps that must be followed when terminating a tenured teacher contract or expelling a student from school.

**Final Project (100 pts)** - you will suggest either a new policy or the revision of a current policy that you would like to see implemented in your district.

**Grading Criteria**: Assignments must demonstrate grasp of the course concepts and techniques at the graduate level. All student work must exhibit the following quality indicators to be acceptable (rework arrangements may be made if it is not). The paper or instructional product should:

- address the content/task appropriately within the context of the course's concepts and techniques.
- demonstrate critical reasoning or higher order mental engagement with the content or task (e.g., application, analysis, synthesis, and evaluation).
- show creativity, originality, self-direction, and initiative in assignment selection and execution.
- clearly organize ideas and concepts, and communicates them effectively.
- exhibit the stylistic requirements of graduate work (e.g., utilize APA style, word-processed and meets length, format, citation, writing, grammar, and spelling standards).
- (for a group assignment) demonstrate the added effort and synergy created through collaboration with others (noting individual contribution in a short statement).

**Feedback and Turn Around Time**
My preferred email address is fwaderhold@d2l.sdbor.edu, however feel free to contact me at Frederick.Aderhold@usd.edu as well. I will respond to your emails within 24 hours during the week and within 48 hours on the weekend. You will receive feedback on the threaded discussions during the week following the module. You will receive feedback on any exams, papers, or other written assignments within 2 weeks following the due dates.
IX. Class Policies

1. Manage your time wisely and keep in constant communication with the instructor and your peers. Please try to keep an even pace. If you have extenuating circumstances where you need to be away or do not have access to the online environment please let your group members and the instructor know.

2. Consistent with the rules and regulations of the University of South Dakota, all written work by students should be the result of the individual student’s research, thought, preparation, and writing efforts. “Plagiarism and work that is prepared by others outside of the enrolled class and submitted as original work by the student is reason for punitive actions which may include dismissal and other serious actions by the university.” No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:
   a. Given a zero for that assignment.
   b. Allowed to rewrite and resubmit the assignment for credit.
   c. Assigned a reduced grade for the course.
   d. Dropped from the course.
   e. Failed in the course.

3. Freedom in learning. Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.

4. Late Work--The expectation of this course is that each student will complete the work associated with the course at the times noted in the syllabus. Points will be reduced by 20% for each day the assignment is late. Should a student find that getting the assignment in on time would not be possible due to circumstances beyond his/her control, the student needs to immediately contact the instructor to make alternative arrangements.

5. Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

For information contact:

Ernetta L. Fox, Director
X. Bibliography
The knowledge bases that support course content and procedures include:


