EDAD 5363
Classroom Management and Legal Issues
Course Syllabus

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Class Location: TBA
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Class Time: Wednesday, 7:00 – 9:30 pm

I. Course Description
EDAD 5363  
Classroom Management and Legal Issues
Legal and managerial aspects of classroom management and basic principles of school law and school board policy.

II. Rationale
This course is designed to assist current and future faculty, staff, and administrators who have an interest in the legal issues in the K-12 public schools. Students will acquire knowledge related to the historical and philosophical underpinnings of public school law. Past and current legal issues will be analyzed to determine application possibilities and liabilities. This course is also designed to provide educational administration graduate students with knowledge regarding legal issues that impact K-12 public school education and to help develop competencies in public school education governance. Students will develop expertise as consumers of legal services. A further purpose is to provide students with information and background necessary to recognize and deal with legal issues as they emerge in the public schools. Current legal cases in public school education will be discussed; however, no attempt will be made to arrive at definitive judgments involving on-going legal cases.

III. State Adapted Proficiencies Administrators- TExES Competencies
Domain I – School Community Leadership – Competencies 1, 2, 3
Domain II – Instructional Leadership – Competencies 4, 5, 6
Domain III – Administrative Leadership – Competencies 8, 9

1. **Campus Culture** - The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

2. **Communication** – The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.
3. **Ethics** – The principal knows how to act with integrity, fairness, and in an ethical and legal manner.
4. **Instructional Leadership** – The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.
5. **Instructional Program** – The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.
6. **Staff Development** – The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.
7. **Organization** – The principal knows how to apply organizational, decision-making and problem solving skills to ensure and effective learning environment.
8. **Leadership** – The principal knows how to apply principals of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

**IV. TExES Competencies**

(Please see Section III above)

**V. Course Objectives and Outcomes**

*This course is designed to enable students to:*

1. describe in general terms education law, Texas schools and parent rights (TExES Competencies: 1, 2, 3, 4, 5, 6, 7, 8).
2. discuss the legal issues of school attendance and the instructional program (TExES Competencies: 1, 2, 3, 5, 7).
3. describe special education and the applicable federal laws (TExES Competencies: 1, 2, 3, 4, 5, 7, 8).
4. discuss employment relationships (TExES Competencies: 1, 2, 3, 4, 5, 6, 7, 8).
5. analyze personnel issues (TExES Competencies: 1, 2, 3, 4, 5, 7).
6. compare and contrast educator and student expression and associational rights(TExES Competencies: 1, 2, 3, 4, 5, 6, 7, 8).
7. discuss religion in the schools(TExES Competencies: 1, 2, 3, 4, 5, 6, 7, 8).
8. discuss student discipline(TExES Competencies: 1, 2, 3, 4, 5, 6, 7, 8).
9. compare and contrast privacy issues related to the community, educators, and students(TExES Competencies: 1, 2, 3, 4, 5, 6, 7, 8).
10. compare and contrast the various legal liability issues related to state torts and civil rights (TExES Competencies: 1, 2, 3, 4, 5, 7, 8).
VI. **Course Topics**

*The major topics to be considered are:*

1. An overview of education law, Texas schools, and parents rights
2. Student attendance and the instructional program
3. Special education
4. The employment relationship
5. Personnel issues
6. Expression and associational rights
7. Religion in the schools
8. Student discipline
9. Privacy issues: community, educator and students
10. Legal liability

VII. **Instructional Methods and Activities**

*Methods and activities for instruction include:*

Methods and activities for instruction in this course will include traditional university graduate level educational experiences, including lecture/discussion, student presentations, and a major literature review.

We will have assigned readings in the required text and some of the bibliographic references listed in the text. Bibliographic entries include relevant court cases to be read by students and which should be brought into the class discussions of the topics assigned for the particular class meeting. Student participation and contribution to the discussions will be an integral part of the class. Therefore it is important that students read the assigned material prior to coming to class.

The following constitute the course components:

1. Active involvement in the class in a way that demonstrates thoughtful consideration and reflection of topics and issues is expected. Students should be respectful of the opinions of peers but should not hesitate to propose opposing views appropriately supported and defended.

2. A variety of assignments ranging from case briefings, journals, discussions boards, quizzes and more are included throughout the modules.

3. The student will be responsible for attending a public school board of trustee meeting. This requires a 2-5 page, type written, double spaced paper summarizing items on agenda, who presented, date, and district.

4. Students will be assigned to a group. Each group will present the material covered by the reading for a particular topic. Groups are expected to facilitate a class discussion concerning their topic. Each member of the group will summarize their experience.
5. Final examination will be conducted. Students are to work independently, but may use the textbook, and any other material provided in class.

VIII. Evaluation and Grade Assignment

- Attendance/Active Learning Approach 10%
- Module Activities 25%
- Attend School Board meeting 15%
- Group Presentation and Class Discussion Facilitation 25%
- Case Study Analysis 10%
- Final Examination 10%

IX. Course Schedule and Policies

See Course Schedule and Policies

X. Textbook

The textbook adopted for this course is:


XI. Bibliography

Knowledge base that support content and procedures:

In addition to the following items, Appendix C and Case Index in the course textbook will also be used as the bibliographic knowledge base.


**XII. Grade Appeals**

As stated in University Rule 13.02.99.C2, Student Grade appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged
to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodations of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101.

XIV. Course Expectations

The Educational Administration Program encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The Program will always tolerate diverse, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the professor to be disruptive, they will be subject to appropriate disciplinary action, which may include being involuntarily withdrawn from the class.

1. Students are expected to engage as co-participants in this course working closely and consistently with professor and student colleagues.
2. Students are expected to show human concern for each of those with whom they work and study, while presenting a positive attitude and professional demeanor.
3. Students are expected to attend each class meeting and inform the instructor in advance if an emergency arises.
4. Just as students expect instructors to be prepared, students are expected to come to class prepared, having read assignments beforehand in order to contribute fully and thoughtfully to class discussions.
5. Students are expected to work with team members collaboratively and obtain their input when working on group exercises and projects.
6. Students are expected to engage respectfully in a dynamic classroom environment, creating and maintaining a safe place in which ideas can be explored, shared, and evaluated.
7. Students are expected to submit work that meets the academic honesty standards of Texas A&M Corpus Christi.
8. Students are expected to respect the rights and dignity of each member of the campus community.
9. Students are expected to contact the instructor with questions, concerns, or issues that need to be addressed.
## Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
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<tbody>
<tr>
<td>Jan 23</td>
<td>Introductions, Course Expectations, Ripped from the Headlines</td>
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<td></td>
<td>Familiarization: Locating court cases</td>
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<td></td>
<td>An Overview of Education Law, Texas Schools, And Parents Rights</td>
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<td>Feb 6</td>
<td>Student Attendance and the Instructional Program</td>
<td>Chapter 2</td>
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<td>Feb 13</td>
<td>Massive Resistance</td>
<td>Kruse (1972)</td>
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<tr>
<td>Feb 20</td>
<td>Special Education</td>
<td>Chapter 3</td>
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<tr>
<td>Feb 27</td>
<td>The Employment Relationship</td>
<td>Chapter 4</td>
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<tr>
<td>Mar 6</td>
<td>Personnel Issues</td>
<td>Chapter 5</td>
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<td>Mar 13</td>
<td><strong>Spring Break</strong></td>
<td></td>
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<tr>
<td>Mar 20</td>
<td>Privacy Issues</td>
<td>Chapter 9</td>
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<tr>
<td>Mar 27</td>
<td>School Board Assignment</td>
<td>Kerr (1964)</td>
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<tr>
<td>Apr 3</td>
<td>Expression and Associational Rights</td>
<td>Chapter 6</td>
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<td>Apr 10</td>
<td>Religion in the Schools</td>
<td>Chapter 7</td>
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<tr>
<td>Apr 12</td>
<td><strong>Last day to drop class</strong></td>
<td></td>
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<tr>
<td>Apr 17</td>
<td>Student Discipline</td>
<td>Chapter 8</td>
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<tr>
<td>Apr 24</td>
<td>Legal Liability</td>
<td>Chapter 10</td>
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May 1       AERA – no class

May 8       Reading day – no class

May 15      Final and Case Analysis DUE

Policies

Academic Integrity/Plagiarism

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in an” F” in the course.

Class Attendance Policy

Students are required to attend all class meetings. In the event that a student misses a class, he or she is required to contact the professor. 10% of your grade is based on class attendance, participation and active learning. Each class period is worth 15 points.

At the beginning of class, discussion about assignments and class issues are addressed. By entering the class late, it stops the flow of discussion and disrupts other students’ learning. As a common courtesy to all, please be on time and have readings completed.

When students are talking or presenting in class, students should be engaged, listen and respond in a positive manner. Treating each other with respect contributes to other students’ learning and establishes a positive learning environment.

1. Participation/Active learning is based on the assumption that:
   a) Students will read all assigned reading materials.
   b) Students will raise relevant questions, contribute relevant observations to the topic being considered, and reflect on the content and activities of the course.
   c) Student participation will reflect prior preparation of presentations and completion of reading assignments.
   d) Participation will reflect awareness of appropriate interpersonal communication, i.e., use of “I” statements; listening as well as articulating skills; assertiveness rather than passivity or aggression; demonstrated awareness of amount of class time being used by an individual students; shared ownership of classroom activities; feedback to instructors, guests, and classmates; and so on.