EDAD 5361/6361
CURRENT TOPICS: SCHOOL LAW AND FACILITIES
Syllabus
Fall 2015

Instructor: Dr. Doyne “Scott” Elliff
Time/Location: 5:30 – 8:00 p.m. Oct 22, Oct 29, Nov 12, and Nov 19 in ECDC 238
Office Hours: Schedule by appointment as needed
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E-Mail: Doyne.Elliff@tamucc.edu

I. Course Description: This course is an overview of educational administration program content and the opportunity to discuss current issues in administration, which include the structure and function of national, state and local agencies of educational governance and the politics of education.

II. Rationale: This course is designed to complement the superintendent certification program by focusing on issues related to school law and facilities planning. Theories, principles, and practices will be examined. Specifically, planning for facilities bond issues and the legal impact of historic and contemporary legislative and judicial action on school operations will be explored.

III/IV. State Adopted Proficiency Domains and TExES Competencies covered in this course:
The following domains and competencies will be covered in the course:

Domain I--Leadership in the Educational Community

Competency 1--The superintendent knows how to act with integrity, fairness, and in an ethical manner in order to promote the success of all students.

Competency 3--The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to ensure educational success for all students.

Competency 4--The superintendent knows how to respond to and influence the larger political, social, economic, legal, and cultural context, including working with the board of trustees, to achieve the district’s educational vision.

Domain III--Administrative Leadership

Competency 8--The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management, and technology use.

Competency 9--The superintendent knows how to apply principles of leadership and management to the district’s physical plant and support systems to ensure a safe and effective learning environment.

State Certification Examination (TExES): The Texas Examination of Educator Standards is based
on the domains and competencies listed in the Test Framework that is a separate handout. Please see the SBEC website, http://www.sbec.state.tx.us, for the framework and the Superintendent Study Guide.

V. Course Objectives and Outcomes:

The student will:
- Demonstrate an understanding of best practices in school facilities planning
- Demonstrate an understanding of the legal and financial implications related to bond issues and bond elections
- Describe the historical evolution of school law at various levels of government, and the role of the judicial, executive, and legislative branches of government in that evolution
- Distinguish among federal, state, and local roles in implementation of laws and policies
- Identify significant areas of school law and the contemporary implications and applications of those laws

VI. Course Topics: The following general topics will be included in this course. Other topics may be added as appropriate.

1) Best practices in school facilities planning
2) Legal and financial implications for school bond issues and elections
3) Historical perspectives on public school law development
4) Federal, state, and local roles in school law development and implementation
5) Significant school law implications for school districts and the superintendents leading them, including but not limited to:
   - Special Education (IDEA)
   - Americans with Disabilities Act (ADA)
   - Title IX
   - ESEA / NCLB
   - Student Privacy (FERPA)
   - Rights to Freedom of Expression for Students and Staff
   - Educator contract rights
   - Texas Open Meetings Act
   - Open Records / Freedom of Information Act (FOIA)

VII. Instructional Methods and Activities

Instructional delivery methods will include, but are not limited to, the following:

A. Lecture and Discussion
B. Research
C. Online readings and videos
D. Guest Speakers
VIII. Evaluation and Grade Assignment:

- **Mini-Quiz (20 points maximum):** Four mini-quizzes over topics covered in class lectures, as well as required readings and videos (text and online), will be administered via Blackboard.

- **Reflection Paper (20 points maximum):** Students will conduct a review of the status of facilities within their “home” district, including age, suitability for contemporary instructional delivery, and bond capacity. Interviews with the superintendent of schools and / or key staff responsible for facility construction and financing should be conducted. Students will submit a reflection paper intended for their district superintendent, not to exceed 5 pages (word processed, double-spaced), containing their findings and recommendations.

- **Major Paper and Class Presentation (50 points maximum—10 points for mechanics, 10 points for class presentation, 30 points for content and substance):** 
  
  EDAD 5361 students will submit a position paper with supporting bibliography related to a topic relevant to the school law course content, pre-approved by the instructor. The paper should be not less than 5, nor more than 6 pages in length (word processed, double-spaced) in APA format. A minimum of five (5) sources must be cited. In-class presentation should be maximum of 10 (ten) minutes with accompanying Power Point or similar media.

  EDAD 6361 students will submit a research paper demonstrating a comprehensive literature review, on a topic relevant to the school law course content, pre-approved by the instructor. The paper should be not less than 5, nor more than 7 pages in length (word processed, double-spaced), in APA format. A minimum of 7 (seven) sources must be cited. In-class presentation should be maximum of 10 (ten) minutes with accompanying Power Point or similar media.

Specific guidance for the preparation of the position / research paper will be provided in class at the first meeting.

- **Class attendance and participation (10 points maximum).** Students will be expected to attend each class and participate in all online course requirements.

IX. Course Schedule and Policies:

This is a hybrid online / traditional course. In addition to online requirements, the class will meet for four (4) traditional classroom sessions. Below you will find the proposed course schedule. Availability of outside speakers and opportunities may impact the topics. The professor reserves the right and discretion to change the schedule in order to take advantage of opportunities that may arise during the semester.

<table>
<thead>
<tr>
<th>Week of</th>
<th>Activities</th>
<th>Resources (Chapters)</th>
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<tbody>
<tr>
<td>THURSDAY 10/15</td>
<td>Read Chapters 1-7 IN ADVANCE OF FIRST CLASS MEETING</td>
<td>Earthman (1-6)</td>
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<td>THURSDAY 10/22</td>
<td>CLASS MEETING #1: Course expectations / Syllabus Facilities Planning</td>
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<td>Mini-Quiz over readings and</td>
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<td>Date</td>
<td>Event</td>
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<tr>
<td>THURSDAY 10/29</td>
<td>CLASS MEETING #2: Bond Issues and Elections Financial Planning for Facilities</td>
<td>Earthman (7)</td>
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<td>Mini-Quiz over readings and lecture (10/30–11/1)</td>
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<td>THURSDAY 11/5</td>
<td>Online readings and videos</td>
<td>Distributed via Blackboard</td>
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<td>THURSDAY 11/12</td>
<td>CLASS MEETING #3: Historical influences in school law development</td>
<td>Distributed via Blackboard</td>
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<td>Federal, State, and Local roles in school law development and implementation</td>
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<td>Mini-Quiz over readings, lecture, and online assignments (11/13-11/15)</td>
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<td>THURSDAY 11/19</td>
<td>CLASS MEETING #4: STUDENT PRESENTATIONS ON SCHOOL LAW RESEARCH</td>
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<td>FACILITIES REFLECTION PAPER DUE</td>
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<td>TUESDAY 11/24</td>
<td>Online readings and videos</td>
<td>Distributed via Blackboard</td>
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<td>TUESDAY 12/1</td>
<td>FINAL RESEARCH / POSITION PAPER DUE</td>
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- This is a graduate course, and graduate-level performance is expected. Students will be expected to comport themselves accordingly, arrive punctually for class, and refrain from texting or using cell phones during class time. Written assignments will be expected to demonstrate graduate-level writing skills.
- Students are expected to complete all assignments on time. Late assignments WILL NOT BE ACCEPTED AND CREDIT WILL NOT BE AWARDED unless in emergency situations, pre-approved by the instructor. Acceptance of late work and any grade penalties imposed will be at
the discretion of the instructor.

- The textbook is an integral resource for this class, as are other readings required by the instructor. Students are expected to read all assigned textbook chapters and additional readings prior to class discussion.
- Attendance and class participation—both online and in class—are expected and will be considered in the computation of the final grade.

X. Textbook


XI. Bibliography

Additional resources will be provided online during the course of the class experience.