Henderson State University
Teachers College
Department of Advanced Instructional Studies
Educational Leadership

A. Course Title: EDL 6453 Educational Law and Political Systems

B. Catalog Description:

Educational Law and Political Systems School law examines legal processes as they affect American education, with special reference to Arkansas statutes and cases. The course emphasizes determining tort liability and contractual relationships of teachers, administrators, and other district employees.

C. Purpose:

The purpose of the course is to provide the graduate student with basic knowledge of local, state, and federal legal and political systems in order to serve as an effective educational leader.

D. Required Text and Delivery Methods:


TK20 system-one time purchase. (from bookstore ISBN 097440818 or from vendor.)

Tk20 is the official assessment and portfolio software system of Teachers College, Henderson. Program-required key assessments, portfolios, projects, work samples, applications required for program admission and field experience, and data related to professional testing and certification are all collected, processed, and archived through the university’s Tk20 secure portal.

It is the responsibility of each candidate pursuing a degree or certification as an educator to purchase a Tk20 account. The account activation fee is considered a professional expense incurred as part of an educator preparation program. Accounts for graduate-level candidates may be purchased directly from Tk20 at the following Website: http://hsu.tk20.com. A user account may be utilized for seven years from the activation date.

Assigned Readings:
Selected current case law with briefs, current law-related articles summarized with student reaction selected from education journals and/or newspapers, topical law-related research reports, and teacher distributed handouts.

E. Conceptual Framework: The Conceptual Framework of the Educator Preparation
Program at Henderson State provides a rationale and direction for all aspects of our programs that prepare P-12 educators. The Unit’s vision, “Teaching and Leading for Learning for All,” is a continual reminder of our purpose for being and exemplifies our commitment to the development and nurturing of our candidates’ knowledge, skills, and dispositions to help all students learn. The vision is further supported by its relevance to the vision and mission of Henderson State University and Teachers College, Henderson.

F. Mission Statement: The HSU Educational Leadership MSE program prepares candidates for P-12 building level leadership and curriculum administrator roles and empowers them to work collaboratively with diverse populations. Our stakeholders include parents, community, civic organizations, business, media, teachers, and students. The program is designed to improve the leader’s skills in impacting student achievement and the quality of life for students through excellence in teaching, learning, service, technology, and leadership.

3 Goals:
1. Knowledge: To graduate students with the knowledge necessary to pass the building level leader licensure examination (SLLA) and to succeed as a building level administrator.
2. Skills/Applications: To graduate students with the necessary leadership skills and applications to succeed as a building level administrator.
3. Collaboration: To graduate building level leaders with the ability to work collaboratively with all stakeholders of a school district.

6 Dispositions:
1. We are professionals.
2. We value diversity.
3. We are fair to all students.
4. We have a sense of efficacy.
5. We care for students and their families.
6. We are reflective.

G. Use of Technology: Instructors and candidates in the Educational Leadership Program will demonstrate the use of technology appropriate for the specific course. The use of multi-media will be employed in the delivery of instruction. Candidates will be linked via listserv and other web-based technology for continual communication with the professor and class colleagues. The courses will address the National Educational Technology Standards for Administrators (NETS-A).
   1. Visionary Leadership. Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.
   2. Digital-Age Learning Culture. Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.
3. **Excellence in Professional Practice.** Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

4. **Systemic Improvement.** Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources.

5. **Digital Citizenship.** Educational Administrators model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture.

H. **Diversity:** The Educational Leadership Program accepts diversity as a guiding principle reflective of the American ideal – *from many, one!* The program welcomes, seeks, and promotes a student population whose leadership styles embody and embrace differing cultural characteristics such as race, gender, ability, lifestyle and nationality.

EDL 6453 Educational Law and Political Systems focuses on preparing leaders who ethically promote equity and diversity. Through readings, discussions, case studies, problem-based learning, written assignments, field experiences, etc. candidates will have opportunities to develop their understanding and skills toward becoming effective leaders within diverse learning organizations. Candidates will gain experience necessary to capitalize on diversity (language, cultural, ethnic, racial, economic, and special needs) and to support the learning needs of all students. The goal of Educational Law and Political Systems is to provide learning experiences that develop educational leaders who can manage all kinds and classes of people equitably, support equal and fair treatment and opportunity for all, foster a climate of inclusion and foster environments where diverse thoughts are freely shared and integrated.

I. **Students with disabilities:** It is the policy and practice of Henderson State University to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content, or the use of non-captioned videos—please notify the instructor as soon as possible. If you have not previously contacted the Disability Resource Center (Edwards House, 1039 Henderson Street, 870-230-5475), I encourage you do so. For more information, visit the DRC website at [www.hsu.edu/disability](http://www.hsu.edu/disability).

J **Objectives:**

The candidate will acquire knowledge and understanding of the in the following areas:

- Legal processes as they affect American education, with special reference to Arkansas statutes and cases.
- Tort liability and contractual relationships of teachers, administrators, and other district employees.
- Policy Development.
- Federal, state, and local legal and policy guidelines that create operational definitions of accountability, equity, and social justice.
- Church and State Relationships, School Attendance, the Instructional Program, Student Rights, and Teacher Rights

**Learner Outcomes: (2011 ELCC Standards)**

Candidates demonstrate **skills** required to:
- ♦ promote trust, equity, fairness, and respect among students, parents, and school staff. ELCC 2.1f; ISLLC 1,
- ♦ develop school operational policies and procedures. ELCC 3.1.b; ISLLC 3,
- ♦ develop a comprehensive plan for providing school staff, students, and visitors with a safe and secure school building environment. ELCC 3.3a; ISLLC 3,
- ♦ plan an aligned building discipline management policies and plan. ELCC 3.3b; ISLLC 3,
- ♦ evaluate and implement discipline management plans. ELCC 3.3c; ISLLC 3,
- ♦ act with integrity and fairness in supporting school policies and staff practices that ensure every students’ academic and social success. ELCC 5.1a; ISLLC 5,
- ♦ create an infrastructure that helps to monitor and ensure equitable practices. ELCC 5.1b; ISLLC 5,
- ♦ analyze leadership decisions in terms of established ethical practices. ELCC 5.2b; ISLLC 5,
- ♦ develop, implement, and evaluate school policies and procedures that support democratic values, equity, and diversity issues. ELCC 5.3a; ISLLC 5,
- ♦ develop appropriate communication skills to advocate for democracy, equity, and diversity. ELCC 5.3b; ISLLC 5,
- ♦ formulate sound school strategies to educational dilemmas. ELCC 5.4.a; ISLLC 5,
- ♦ evaluate school strategies to prevent difficulties related to moral and legal issues. ELCC 5.4b; ISLLC 5,
- ♦ review and critique school policies, programs, and practices to ensure that student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the school. ELCC 5.5a, ISLLC 5,
- ♦ analyze how law and policy is applied consistently, fairly and ethically within the school. ELCC 6.1a; ISLLC 6,
- ♦ advocate for school policies and programs that promote equitable learning opportunities and student success. ELCC 6.2.a; ISLLC 6,
- ♦ communicate policies, laws, regulations, and procedures to appropriate school stakeholders. ELCC 6.2.b; ISLLC 6,
- ♦ identify and anticipate emerging trends and issues likely to affect the school. ELCC 6.3a; ISLLC 6,

Candidates demonstrate **knowledge** of:
- ♦ school culture and ways it can be influenced to ensure student success. ELCC 2.1f; ISLLC 2,
- ♦ school management of organizational, operational, and legal resources. ELCC 3.1a; ISLLC 3,
school strategies supporting safe and secure learning environments including prevention, crisis management, and public relations. ELCC 3.3a; ISLLC 3,
school strategies supporting student development of self-management, civic literacy, and positive leadership skills. ELCC 3.3b; ISLLC 3,
school-based discipline management. ELCC 3.3c; ISLLC 3,
practices demonstrating principles of integrity and fairness. ELCC 5.1a; ISLLC 5,
federal, state, and local legal and policy guidelines that creates operational definitions of accountability, equity, and social justice. ELCC 5.1b; ISLLC 5,
the basic principles of ethical behavior established by legal and professional organizations. ELCC 5.2a; ISLLC 5,
the relationship between ethical behavior, school culture, and student achievement. ELCC 5.2b; ISLLC 5,
democratic values, equity, and diversity. ELCC 5.3; ISLLC 5,
moral and legal consequences of decision making in schools. ELCC 5.4a; ISLLC 5,
strategies to prevent difficulties related to moral and legal issues. ELCC 5.4b; ISLLC 5,
the relationship between social justice, school culture, and student achievement. ELCC 5.5a; ISLLC 5,
policies, laws, and regulations enacted by state, local, and federal authorities that affect schools. ELCC 6.1a; ISLLC 6,
the larger political, social, economic, legal, and cultural context. ELCC 6.2a; ISLLC 6,
ways that power and political skills can influence local, state, or federal decisions. ELCC 6.2b; ISLLC 6,
future issues and trends that can affect schools. ELLC 6.3a; ISLLC 6,

K. Course Outline:

1. The Legal System:
2. Church and State Relationships:
3. School Attendance
4. The Instructional Program
5. Student Rights
6. Tort Liabilities
7. Desegregation
8. School Finance
9. School Property

L. Field Experience & Portfolio Requirement:

a. Students will attend a school board meeting preceded by an interview with a superintendent regarding how the agenda is developed for the meeting. A written summary of the interview and the board meeting will be discussed as a class project. (ELCC 6.2a, 7.5b) (This is a selected artifact that may become a part of the 42 hours of the student’s internship portfolio) (3 hours)

b. Student interview with a building level administrator regarding the major legal issues that they confront on a daily basis. Written summary of interview to be
discussed in class.  (ELCC 5.3.a, 6.1.b) (This is a selected artifact that may become a part of the 42 hours of the student’s internship portfolio) (2 hours)

c.  Student interview with a board member gathering information regarding the importance of policy and policy development. What are the concerns that board members have regarding their roles in rule-making for their school districts?  (ELCC 6.1.b, 6.3.a, 6.3.b, 6.3.c) (This is a selected artifact that may become a part of the 42 hours of the student’s internship portfolio) (2 hours)

d.  Student interview with a state senator or representative regarding their role in the regulation of public schooling. A written summary of the interview will be discussed as a class project.  (ELCC 4.2.a, 6.1.b, 6.1.g) (This is a selected artifact that may become a part of the 42 hours of the student’s internship portfolio) (3 hours)

e.  Student interview with a school district Special Education Supervisor regarding the major legal issues that they confront on a daily basis. Written summary of interview to be discussed in class.  (ELCC 5.3.a, 6.1.b) (This is a selected artifact that may become a part of the 42 hours of the student’s internship portfolio) (2 hours)

f.  Code of Ethics project and interview of 3 educators concerning the Arkansas Code of Ethics Law. Written summary and class presentation required.  (ELCC 5.3, 6.1, 6.3) (This is a selected artifact that may become a part of the 42 hours of the student’s internship portfolio) (6 hours)

M. Course Evaluation:

ACTION RESEARCH STATEMENT

All MSE degree candidates, building level leader program of study candidates, and curriculum administrator program of study candidates are required to carry out an Action Research Project-Impacting Student Achievement.

The candidate will identify a student achievement need, plan and implement an intervention, and measure the impact of the intervention on improving student achievement.

The research will be conducted throughout the candidate’s program of study or during internship and the results will be presented at the end of the candidate’s internship (EDL 6533 Leadership Internship, EDL 6653 CPA Internship for Special Education Supervision, or EDL 6643 Internship for Curriculum Specialist).

Steps for the Action Research Project:
   1. Instructions for Action Research Project given during Fall or Spring Orientation.
   2. Action Research Proposal with Advisor’s approval. Advisor monitors candidate’s progress throughout the program.
   3. Advisor and internship professor monitors candidate’s progress.
4. Advisor and internship professor checks and gives final approval during internship semester.
5. Action Research results presented to Faculty Committee at the end of the candidate’s Internship.

EXIT PORTFOLIO STATEMENT
A portfolio is an individualized collection of purposeful, interrelated materials which is ongoing and flexible. The portfolio becomes an assessment tool, which leads to self-improvement through the development of reflective thinking and inquiry. The portfolio experience also provides a model for the continuous professional development of educational administrators in the world of practice. The students will select artifacts from class assignments and align them to the appropriate ELCC and ISLLC and NETS-A standards. They will select at least one artifact for each standard. They will write reflections that demonstrate how the artifact helped them master the standard. The portfolio will be evaluated using a rubric aligned to the ELCC standards 1-6 as well as the ISLLC standards 1-6 and the NETS-A standards 1-5.

RUBRICS
The students will be graded by rubrics for their presentations, critical analyses of outside readings, projects, and class assignments. The rubrics will be aligned with the ELCC and ISLLC standards and NETS-A standards.

EXPECTATIONS (Aligned to the 2011 ELCC Standards)

Course Assignments and Grading
1. Building Level Student Policy Handbook Project (50 points)
   - Evaluate your school’s discipline management plans and prepare a written summary of your findings. ELCC 3.3b; ISLLC 3
   - Align building level student discipline management policies with district student management policies. Prepare a written report of the alignment. ELCC 3.3b; ISLLC 3
2. Building Level Operational Policies and Procedures Project (100 points)
   - Review, critique, and evaluate school policies, programs, and practices to ensure that student needs inform all aspects of schooling, including social justice, equity, diversity, confidentiality, democratic values, acceptance, and respect between and among students and faculty within the school. Prepare a written summary of the review, critique, and evaluation. ELCC 5.3a, ELCC 5.5a; ISLLC 5
   - Following the above review, critique, and evaluation, develop school operational policies and procedures to ensure that student needs inform all aspects of schooling, including social justice, equity, diversity, confidentiality, democratic values, acceptance, and respect between and among students and faculty within the school. ELCC 5.3a, ELCC 5.5a, ELCC 3.1b; ISLLC 5
   - Prepare a plan to advocate for school policies and programs that promote equitable learning opportunities and student success. Prepare a written report of the plan. ELCC 6.2a; ISLLC 6
• **Design a procedure** to communicate policies, laws, regulations, and procedures to appropriate school stakeholders. Prepare a written report of the procedure. ELCC 6.2b; ISLLC 6

• Prepare to demonstrate during class discussion the appropriate communication skills necessary to advocate for democracy, equity, and diversity. ELCC 5.3b; ISLLC 5

3. Law Case Reviews (300 points)

• Identify issues that effect schools and analyze how law and policy is applied consistently, fairly and ethically within schools by conducting law reviews of significant cases. Include in the case reviews the title, facts, issues, decisions, reasoning, and significance. Fifteen (15) case reviews are required. (A case study template is provided on Angel). ELCC 6.3a; ISLLC 6

4. Arkansas Code (60 points)

• Identify issues that effect schools by going to [http://www.arkleg.state.ar.us](http://www.arkleg.state.ar.us) to search Arkansas Code under Title 6 and find two Arkansas laws for each chapter topic. Prepare a written report of each code. ELCC 6.3a; ISLLC 6

5. Court System Project ((30 points)

• Investigate the local, state, and federal court system for your county. Prepare a written report which includes the name of the court, the judge who presides over it, and when the court meets. ELCC 6.2a; ISLLC 6

6. Crisis Plan Project (50 points)

• Develop a comprehensive Crisis Plan for providing school staff, students, and visitors with a safe and secure school building environment. Prepare a written report of the plan. ELCC 6.3a; ISLLC 3

7. Powers and Duties of the Local School Board and the State Board of Education (30 points)

• Prepare a written summary of the powers and duties of the Local School Board of Education and of the State Board of Education. Use Arkansas law code to base your answer. ELCC 6.1a, ELCC 6.2a; ISLLC 6

8. General Assembly Assignment (20 points) and state senator or representative interview (50 points)

• Identify and anticipate emerging trends and issues likely to affect the school by:
  a. For class discussion follow the activities of the General Assembly. ELCC 6.3a; ISLLC 6
  b. **Field Experience:** Interview a state senator or representative regarding their role in the regulation of public schooling. ELCC 6.3a; ISLLC 6

9. Child Maltreatment Assignment (100 points)

• Act 1236 of 2011: Prepare a written summary of the requirements for providing training to licensed school personnel as outlined in Act 1236 of 2011.

• Rules Governing Professional Development: Prepare a written report of the child maltreatment professional development requirements for educators as stated in the Arkansas Department of Education Rules governing professional development.

• Training: Attend training as provided by the Arkansas Department of Education (PowerPoint presentation by Sherry Williamson 501-661-7975
williamsonsherryj@uams.edu
Arkansas Commission on Child Abuse, Rape and Domestic Violence

- Documentation of Training

10. Code of Ethics Project (100 points) ELCC 2.1f, 5.1a, 5.1b, 5.2b; ISLLC 2, ISLLC 5, (Field Experience)
- Go to www.arkansased.org/about/rules/current.html#c to find the Arkansas State Board of Education Rules Governing the Code of Ethics for Arkansas Educators.
  1. State the purpose of the Arkansas State Board of Education Rules Governing the Code of Ethics for Arkansas Educators.
  2. When and though what legislative act was the Code of Ethics for Arkansas Educators authorized?
  3. What are the requirements for school districts concerning training over the Code of Ethic for their staffs?
  4. List the 7 Standards of Professional Conduct and include a short discussion of each.
  5. What are the penalties for violation of the Code of Ethics?
  6. Interview 3 educators of different ages, levels, and years of experience concerning the following:
     a. Are you aware of the Code of Ethics for Arkansas Educators?
     b. What training have you received over the Code of Ethics?
     c. Do you think it is necessary to have a Code of Ethics for Arkansas Educators?
     d. What does the statement in Standard 1 “an educator shows respect for and does not demean, embarrass, or harass students absent of some reasonable educational or disciplinary purpose” mean to you?
     e. What does the statement in Standard 2 “the educator’s obligation to implement best practices and maintain competence in skills and knowledge” mean to you?
     f. What does the statement in Standard 4 “an educator entrusted with public property honors that trust with honest, responsible stewardship” mean to you?

11. Field Experiences (300 points)
   a. School Board Meeting (Summary of Meeting and Superintendent Interview) 50 pts
   b. Interview of Building Level Administrator 50 pts
   c. Interview of Board Member 50 pts
   d. Interview of State Senator or Representative 50 pts
   e. Interview of School District Special Education Director 50 pts
   f. Code of Ethics Project 100 pts

12. Attendance and Participation (110 points)

TOTAL POINTS 1200
Integration of Technology:

The use of multi-media will be employed in the delivery of instruction. Students will be encouraged to utilize multi-media techniques in class presentations. Class members will be linked via web based technology for continual communication with the professor and class colleagues.

Evaluation Policy:

The EDL program is performance-based. The student will be required to demonstrate proficiency in each competency outlined in the ISLLC, ELCC, and NETS-A standards. Deviation from established requirements could impact the student’s performance on assessments for licensure.

1. Selected artifacts will become a part of the student’s program portfolio.
2. Rubrics will be used to assess quality of assignments.
3. Grading Scale:
   - A  Accomplished = Clear, convincing, consistent and credible evidence
   - B  Proficient  = Clear, specific evidence
   - C  Developing  = Limited evidence
   - D  Rudimentary = Little or no evidence
   - F  No evidence

N. Attendance Policy: Attendance in this class is essential for its success not only for each student but for the class as a whole. You should plan on attending each class unless prevented by circumstances beyond your control. The attendance policy for this course is in regulation with the university attendance policy as stated in the current Henderson State University catalog.

O. Student Handbook Policy: Henderson State University complies with federal and state legislation that protects students’ rights. A listing of all applicable federal and state statutes can be found in the Graduate Catalog. For information or questions, please contact the General Counsel to the President, Room 308, Womack Hall, HSU Box 7744-1100 Henderson Street, Arkadelphia, AR, 71999-0001, phone (870) 230-5089. Information may also be accessed through www.hsu.edu.

P. Academic Honesty: Students will be expected to be aware of the policies on academic honesty on pages 69 and 70 of the student handbook. Any use of the work of other students or plagiarized work will be subject to the consequences stated in the handbook.

Q. Bibliography:


R. Resources:

Arkansas Association of Educational Administrators (AAEA) Laws of Current Legislative Session.


Findlaw.com

Lexis-Nexis Law Research - available on-line with student identification on the Henderson Web Site.