Bethel University

Educational Policy & Legal Perspectives

EDAD681

EDAD681: Educational Policy & Legal Perspectives

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Instructor Email Response Policy

Any course related email sent to the instructor will have a response either by email, phone, or through the LMS within two business days.

Course Description and Credit Hours

(3 credit hours) This course provides an overview of the political, social, economic and cultural contexts affecting the operations and leadership of public schools. Legal issues affecting teachers, including federal, state and local regulations, church-state issues, teacher liability, employment, contracts, assignment, dismissal, tenure, retirement, teacher rights and welfare and pupil control are discussed. Current legal issues are examined and candidates are introduced to legal reasoning and analysis.

Field Work is a requirement of this course. Because this course has a concurrent lab requirement, the lecture and lab are considered to be components of the same course. Therefore, it is only possible either to pass both components (lecture and lab) or to fail both components. A student receiving an F for the lecture component will automatically receive an "NP" ("not pass") for their lab component, regardless of the percentage of lab points they earned. Conversely, if a student receives an F for the lab component, i.e., an "NP" for the lab, the student will automatically receive an F for the lecture component. All field work assignments and hours must be completed in order to earn credit for the lab. In addition, if a student desires to retake a course with a concurrent lab requirement in order to raise their grade, they must retake both the lecture and the lab portions of the course concurrently, regardless of receiving a satisfactory grade in one or the other component.

Required Textbook / Materials

Title: *A Teacher's Pocket Guide to School Law,* Third Revised Edition
Author(s): Essex, N.L.
Publisher: Allyn & Bacon
Published ISBN: 978-0133351910

Textbooks and other required course materials can be purchased from the online campus bookstore.

Course Objectives

School administrators must ensure that their schools operate within the parameters established by various legal authorities. These influences are reflected in a myriad of issues that transcend all aspects of school operations. This course will provide you with a background as to some of the issues that may be encountered.

At the conclusion of the course, candidates should be able to:

1. **Governance of Education**
   - Examine the administrative structure of public education, including state and local level agencies, and the role of the school board.

2. **Selected Provisions of the United States Constitution**
   - Apply selected provision of the United States Constitution to the educational setting.
   - Analyze the impact in relation to current court decisions.

3. **State and Federal Court Systems**
   - Examine the framework of the state and federal court systems.

4. **Legal Research Tools**
   - Define the primary and secondary resources available to research legal issues in education.

5. **Tort Liability**
   - Define tort liability.
   - Identify the types of torts.
   - Examine areas of legal vulnerability in education.

6. **Landmark Court Cases**
   - Analyze selected landmark court cases and their impact on education.

7. **Legal Status of Teachers**
   - Examine teachers' rights and how they have been impacted by current court decisions.

8. **Special Education Laws**
   - Describe the history of special education legislation and litigation.
   - Analyze the subsequent impact upon the school setting.

9. **Students' Rights and Discipline**
   - Analyze the influence of federal and state court decisions on schools in relation to students' right, due process, and discipline policies and procedures.

10. **Sexual Harassment and Misconduct**
    - Examine the legal foundation of sexual harassment legislation.
    - Illustrate staff and student examples and the ramifications of sexual harassment.
    - Compare and contrast various procedures for dealing with sexual harassment complaints.

11. **Attorney General's Opinions**
    - Analyze selected educational Attorney General's opinions and their impact on education.

12. **Religion and Education**
    - Analyze the application of the First Amendment "Establishment Clause" on public education.
    - Review related court decisions.
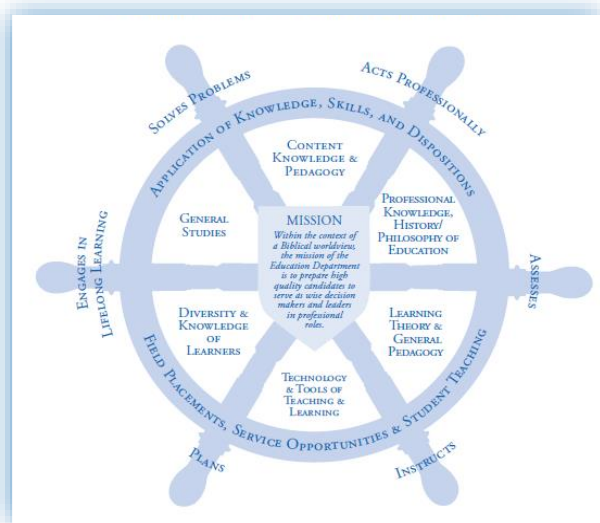
13. **Equal Educational Opportunity**
    - Examine the current court decisions and their impact on equal educational opportunity.

14. **Education Malpractice**
    - Evaluate educational malpractice cases.
    - Describe the implications for minimum competence testing arising from these cases.

Program Standards and Conceptual Framework

Education Department Mission and Core Values

In keeping with Bethel University's motto and focus of "Moving forward, with Christ at the Helm," the education program has illustrated its mission and core values through that image. The helm (shown to the right) represents the core values and beliefs of Bethel University's education program, and at its hub is the Teacher Education Program's mission: "Within the context of a Biblical worldview, the mission of the School of Education is to prepare high quality candidates to serve as wise decision makers and leaders in professional roles."

The rim of the helm represents the context for learning and application of knowledge, skills, and dispositions.

Each element on the helm was carefully contemplated, researched, and integrated into the program. Candidates begin their studies with liberal arts courses, as required of every student in the university. In addition, the foundational courses related to educational theory and pedagogy, learners, and instruments of teaching are adjoined into their curriculum. These essential components are represented in the areas inside the helm design.

Standards

As a participant in the Bethel University Teacher Education Program (TEP), you will engage with multiple sets of standards:

- Indiana's Rules for Educator Preparation and Accountability (REPA) Standards for content and development/pedagogy
    - https://www.doe.in.gov/licensing/repa-educator-standards
- Interstate New Teachers Assessment and Support Consortium (INTASC) Standards
    - https://ccsso.org/sites/default/files/2017-11/InTASC_Model_Core_Teaching_Standards_2011.pdf

- The standards of your Specialized Professional Association (SPA), which is subject-specific and dependent on your major.
- Bethel's Teacher Education Program Conceptual Framework, which is shown in the image above.

The table below shows national and state standards to which the program is aligned. Be sure to click on the hyperlinks to see the indicator/component-level descriptions under each standard. Also included are diversity and technology outcomes critical to success as an administrator.

NELP Standards (National Educational Leadership Preparation Program)	Indiana Content Standards for Educators School Leader – Building Level	Diversity & Technology Outcomes *The building administrator…*
http://www.npbea.org/wp-content/uploads/2018/11/NELP-Building-Standards.pdf	**https://www.doe.in.gov/sites/default/files/licensing/school-leader-building-level.pdf**	**Diversity 1:** Recognizes the richness and strengths that diverse learners bring to the classroom.
Standard 1: Mission, Vision, and Improvement: to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data, technology, equity, diversity, digital citizenship, and community	**Standard 1: Human Capital Management:** School building leaders use their role as human capital manager to drive improvements in teacher effectiveness and student achievement.	**Diversity 2:** Understands one's own personal cultural frame of reference.
Standard 2: Ethics and Professional Norms: to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.	**Standard 2: Instructional Leadership:** School building leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students.	**Diversity 3:** Understands and creates learning environments that promote all types of diversity

NELP Standards (National Educational Leadership Preparation Program)	Indiana Content Standards for Educators School Leader – Building Level	Diversity & Technology Outcomes *The building administrator…*
Building-Level Standard 3: Equity, Inclusiveness, and Cultural Responsiveness: to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.	**Standard 3: Personal Behavior:** School building leaders model personal behavior that sets the tone for all student and adult relationships in the school.	**Diversity 4:** Understands the importance and creates opportunities for students to develop positive cross-ethnic and cross-cultural relationships.
Standard 4: Learning and Instruction: to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.	**Standard 4: Building Relationships:** School building leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.	**Diversity 5:** Reflects on one's own impact on student access and learning.
Standard 5: Community and External Leadership: to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.	**Standard 5: Culture of Achievement:** School building leaders develop a schoolwide culture of achievement aligned to the school's vision of success for every student.	**Technology 1:** Designs and develops digital-age learning experiences and assessments.

NELP Standards (National Educational Leadership Preparation Program)	Indiana Content Standards for Educators School Leader – Building Level	Diversity & Technology Outcomes *The building administrator…*
Standard 6: Operations and Management: to improve management, communication, technology, school-level governance, and operation systems; to develop and improve data-informed and equitable school resource plans; and to apply laws, policies, and regulations.	**Standard 6: Organizational, Operational, and Resource Management:** School building leaders leverage organizational, operational, and resource management skills to support school improvement and achieve desired educational outcomes.	**Technology 2:** Models digital-age work and learning.
Standard 7: Building Professional Capacity: to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.		**Technology 3:** Promotes and models digital citizenship and responsibility.

NELP Standards (National Educational Leadership Preparation Program)	Indiana Content Standards for Educators School Leader – Building Level	Diversity & Technology Outcomes *The building administrator…*
NELP Standard 8: Internship: Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1-7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.		**Technology 5:** Engages in professional growth and leadership.

Course Requirements

Any course activities assigned to the course are performed within Canvas, or modeled in person for on-site presentations.

. **Online Class Participation/Forum Discussion** – *190 points*

- o *10 points for attendance – completing initial discussion post on time;*
- o *180 points for discussion/response (30 points/discussion, 6 discussions)*

It is expected that each student will read all assigned readings prior to class and actively participate in the on-line class forum discussions. It is also expected that you will glean knowledge from these assigned readings that will be incorporated into the assignments for the course. You should seek to reference the primary text in each posting. You will be expected to read and respond to the assigned reading for the class. In addition, you are also to read and respond to other students' posts. Questions and professional discourse are welcomed and encouraged. Please follow guidelines in Section F.

2. **Legal Issues Reports** - *40 points (20 points for each Legal Issue Paper):* Determine **two of the most frequent legal issues** facing your school or district. To determine which issues would be appropriate, you are to survey administrators in the district where you work (or the district where you reside). The instructor for this course can also assist in this process. Once you have determined the issues on which you will focus, you are to develop a two to three page report identifying the reasons for the issue and your recommendations based upon legal precedence for resolving the situation. These 2 reports should be typed and uploaded in Canvas on the assigned day.

3. **Discipline Hearing Video** – *40 points:* After watching the discipline hearing video, write a simulated disciplinary memorandum of understanding (documentation) for an employee. The documentation should include background information, consequences, and future plans. Also, include at the bottom of the document, a place for the teacher and district administrator to sign. This document would be something that could be placed in the teacher's personnel file. This hearing should be typed and placed in Canvas on the assigned day.

4. **Case Studies** – *40 Points*: Research and Read four similar case studies. Ask four pertinent questions for each of the four cases. Submit a four to five page paper addressing all four cases. These case studies should be typed and placed in Canvas on the assigned day.

5. **Legal Briefs** - *50 points (25 points each)*:

Prepare two Legal Briefs at least three to four pages in length using two of the following areas: teachers' rights, students' rights, student special needs, or sexual harassment. Address the following six issues when briefing your specific case.

- o *Title*: Give the title of the case and the proper citation. If someone wants to read the case, your reference is all that is needed.
- o *Facts*: What are the facts of the case? Briefly state the circumstances that placed this case in the courts. This is essential background material.
- o *Issues*: What are the issues? What had to be settled by the court?
- o *Decision*: What was the court's decision?
- o *Reasoning*: What reasons were given for handing down this decision?
- o *Significance*: What is the significance of the decision for public school educators?

These responses should be typed and placed in Canvas on the assigned day.

6. **Journal Article Reviews** - *20 points (10 points each):* Read two journal articles on a topic that you would like to review because it relates to your school or your school corporation. Please use the APA format when writing these article reviews. These should be typed and placed in Canvas.

7. **Administrator Interview** – *50 points:* The administrative interview is intended to provide hands-on and real-life experiences with many of the basic issues that school administrators work with relating to legal issues. An opportunity to interview a K12 principal or Assistant Principal will offer an excellent insight into the unique legal issues that various school leaders face. Major issues relating to teacher hearings, due process, special education, and contract issues should be considered in an interview.

Students should plan to use the questions found in the example. If you would like to deviate from these questions, you must submit your questions to the professor for approval prior to the interview. The interview report should be written in a narrative style addressing each of the questions that were asked of the administrator. The interview should be brief and only last a maximum of 10-15 minutes, and should be typed and upload in Canvas on the assigned day.

8. **Student Discipline Video** - *50 points:* After watching the mock student discipline interview, outline the steps that were utilized by the administrator in the video concerning "Due Process". Please determine the guilt or innocence of the student and what consequences should be given to this student. This assignment should be placed in Canvas.

9. **Electronic Education Law Portfolio** – *100 points:* The electronic portfolio should be placed on a word document and should contain all of the work you have completed for this course in one continuous document. The first two pages in your portfolio should be a **title page** and a **table of contents page**. More information is available in Canvas - Module 1 - - - General Resources (the document is titled SAMPE EDAD681 Electronic Portfolio Contents - Semester Long Course).

10. **Final Exam** - *100 points:* The Final Exam will consist of several scenarios - - - each student is to answer only two of the scenarios using everything that you have learned in this course. Each scenario is a real life case that took place in this state. Please document your answer by using state law and case studies that have been covered during the course. Place this assignment in Canvas.

Opt-Out Certificate: You will be able to opt out of two assignments during this course. I know this is an extremely busy time of year as you are wrapping up the semester, working on this class, and still trying to fulfill family obligations. I want to make sure we are coming to you from

a position of understanding and that we realize what you are experiencing – personally and professionally.

When you opt-out of those assignments, you will receive full credit (all the points).   It will be your choice which two assignments you opt out of.

You may opt-out of the following:

- A Class Discussion post – the Initial Post and the replies to other students' posts.
- Legal Issue Report
- Discipline Hearing
- Case Study
- Legal Briefs (one – NOT both)
- Journal Article Reviews (one – NOT both)
- Administrative Interview
- Student Discipline Video

You <u>must</u> let me know when you plan to use your "Opt-Out Certificate". Be sure you indicate this in *Canvas* where you would normally submit the assignment. Simply type in – *I plan to use my Opt-Out Certificate for this assignment.*

Additional web sites and related web-based activities, if assigned, will be accessed through the course or through web links provided for web sites located outside the course.

Final Grade Calculation

Grading Scale

Letter Grade	Percent
A	100% - 94%
A-	< 94% - 90%
B+	< 90% - 87%
B	< 87% - 84%
B-	< 84% - 80%
C+	< 80% - 77%
C	< 77% - 74%
C-	< 74% - 70%
D+	< 70% - 67%
D	< 67% - 64%
D-	< 64% - 60%
F	< 60% and below

Qualitative Explanation of Grading
- **A-level work** exceeds basic requirements in multiple ways, shows originality, clarity, insightful reflection, and superior mastery of learning goals.
- **B-level work** thoroughly meets requirements, is coherent with only minor flaws, and clearly demonstrates mastery of learning goals.
- **C-level work** meets the basic requirements of the assignment

Netiquette Policy

This netiquette policy applies to all your interactions with the instructor and your fellow students, and you are expected to follow the guidelines outlined below.

Respect other people and be willing to share your ideas and thoughts in a respectful way. Simply, respect others' views. You may disagree with someone, but do so graciously and constructively. Pause before writing emails or posts when you are angry, and reread what you wrote carefully before clicking 'send.' Treat others the way you wish to be treated—with respect.

Do not post or communicate offensive or hateful content. Bethel University does not permit discussions that are obscene, harassing, sexually explicit, or derogatory toward individuals or groups. These will be deleted, and repeat offenders may be barred from future participation.

Do not post or share personal information. Do not post or share information such as addresses, telephone numbers, etc., and do not post or share someone else's personal information.

Learning Activities and Tests

Course Participation & Engagement

Class Participation

Each week a portion of the course will be devoted to a class discussion related to a particular concept or topic. It is expected that each student will participate in this discussion. In-class discussions are designed to allow the class to engage in a healthy dialog on the lesson topic or question being presented

Online Participation

In the event of classroom meeting cancelation due to a campus scheduled holiday or severe weather, the scheduled class session will continue online. The following requirements are for online discussions:

The student will submit an initial discussion post per discussion topic. This initial discussion is a minimum of 250 words. This initial discussion post must include a level of detail, analysis and reflection related to the discussion topic. The student is expected to cite references to support their opinion. Any use of references must be properly cited using APA format.

Unless directed otherwise within an assignment, each student is required to reply to a minimum of two student initial posts. The reply post is a minimum of 100 to 150 words. This post must include a level of detail, analysis and reflection.

To receive the minimum points possible for a weekly discussion requires each student to post their initial discussion response on the regularly assigned night of the class session and two student reply posts by Saturday night of the session – unless otherwise directed by the instructor. ***Access the discussions several times in the weekly sessions to remain current and active in the discussion.***

Post / Response Guidelines

For the dialog to remain productive, in either an online or a classroom discussion, Bethel University requires each person to conduct themselves in a responsible manner by adhering to the following guidelines. These help to maintain a collaborative and congenial environment by reminding us all that whether we communicate online or in the classroom, we are engaging real people.

Be respectful of participants and their time by staying on-topic and not commandeering a discussion with vague or unrelated comments. Contribute productive information when participating in a discussion by stating a complete and logical idea or concept. The goal in the discussion is to delve into a topic and "learn," so when you share a comment, stay on topic and explain your point of view.

Do not post copyrighted material without the expressed, documented permission of the copyright holder or following proper source citation of the information, just as you would when writing an essay or term paper. Cite a source if you use it.

Contact your instructor if you have any questions.

Assignments & Course Schedule

Assignments, descriptions, rubrics, and deadlines are included in the Learning Management System (Canvas) on the "Syllabus" page and should be considered an extension of this document.

Bethel University & Class Policies and Resources

To view all Bethel University policies and information, please review the appropriate student handbook/catalog:

- Traditional Program Student Handbook/Catalog
- AGS Program Student Handbook

Attendance

Classroom Attendance

Being on time and prepared for class is expected and important to your professional development and learning. Grades include a participation component, and one element of that category's grade is based on attendance. Absences and tardies for any reason will result in grade deductions; approved absences can be made up by writing a two-page summary and reflection of the day's topics. Being prepared includes completing assigned readings before coming to class. Active engagement in the class is critical; candidates' experiences and viewpoints are vital to achieving the learning targets in this course. Engaging in meaningful and focused dialogue in this class will require that each candidate demonstrates respect for the other classmates, including an openness to learn from one another. Related and meaningful questions, challenges, humor, and feedback are encouraged.

There are no "free" or "automatic" absences. Student success in the coursework and in personal and small group relationships requires regular class attendance. A student may be considered absent if he/she attends only a part of the class. Please see the Student Handbook for the Attendance Policy.

Online Attendance

The academic week is seven days for an online session, which begins Sunday morning and ends Saturday night. When an on-ground course moves to an online week, the week is based on the time the class normally meets (i.e. if the class meets on Monday night then the online session will be from Monday night through Sunday night of the following week). To receive full credit for online attendance, you must login AND complete one of the following items as directed by the instructor:

- Submit an academic assignment.
- Submit a quiz or exam.
- Participate in a posted online academic discussion.

Note that the following actions will not count as attendance:

- Logging into class without active participation does not constitute online attendance.
- Work done in a lab or other outside environment will not count toward online attendance.
- Assignments completed the week after the online assignment is due will not count toward online attendance for the previous week.

It is best-practice for students to access the online course a minimum of three days during each week to understand the subject fully and to be successful in class.

COVID-19 Adjustments

SEATING – After choosing your seat for this class, please consistently sit in the same seat all semester.

FACECOVERINGS - All students must wear face coverings in all classes. You have been provided face coverings for this purpose. If you forget your face covering, and can't retrieve it and be back in the classroom quickly, you will need to find a private space to synchronously livestream this class or be counted absent.

LIVESTREAMING - This class is being livestreamed and stored in Canvas for watching only by a student enrolled in this class. The purpose of the livestreaming/recorded lecture is to accommodate a student who is being quarantined or isolated due to COVID-19. Abusing this feature by letting other students not enrolled in this class view the recording or privately videotaping the recording will be considered a violation of the Campus Lifestyle Covenant. However, when you are ill or participating in a campus sponsored event (like a sport team) you are encouraged to view the recording at a later time.

Class Cancelation / Weather Policy

In the advent of a classroom meeting cancelation due to a campus scheduled holiday or severe weather, the online course schedule will be maintained and on-site courses will be converted to online for that week.

Computers/Tablets and Cell/Mobile Phones

School corporations are increasingly expecting teaching candidates to demonstrate comprehensive digital literacy. As such, tablets and/or computers are critical digital preparedness and may be used in class; note, however, that sound must be muted out of respect for classmates, and students must remain on task at all times. When not in use for legitimate and meaningful classwork, tablets should be covered and computers should be closed or in a slant position to ensure appropriate attention to the course. Surfing the web, checking email, and other off-task behavior will not be tolerated. Out of respect for classmates cell/mobile phones must be turned off and stowed in book bags during class. The policy laid-out in the Student Handbook will apply. In the case of possible expected emergencies, students may seek permission from the professor to leave their cell phones on during class, but the phone must remain in the book bag. Phones that ring/vibrate when left on without permission will cause the student to be marked absent for the day.

Disability Services

The Americans with Disabilities Act (ADA) is a law that provides civil rights protection for people with disabilities. Bethel University is compliant with equal access laws and requests students with disabilities The Center for Academic Success (CAS) is located in the lower level of the Miller/Moore Academic Center.

If you have a disability, or think you have a disability, please make an appointment by calling Disability Services at the Center for Academic Success at (574) 807-7460 or (574) 807-7462 or email academicsucccess@betheluniversity.edu.

Bethel's website offers more detailed information under CAS. Please check out the Student Guide for Disability Services.

The Learning Commons & Tutoring

The learning commons offers tutoring services on any sort of writing project. All tutors are trained to give thoughtful feedback and advice on a variety of study skills, understanding concepts pertaining to relevant coursework, and overall writing concerns. Check into available resources in Canvas under the question mark.

Information Technology Help Desk

The Help Desk is open Monday-Thursday from 7:30 a.m. - 6 p.m. and Friday, 7:30 a.m. - 5 p.m., during the fall and spring semesters, and 8 a.m. - 5 p.m. during the summer (starting May 1). Hours may vary on holidays and breaks.

Contact the Help Desk at helpdesk@betheluniversity.edu or by calling (574) 807-7777.

Late or Make Up Work

It is important for students to submit work on time as scheduled in the class. This allows the instructor time to grade the material and provide feedback if necessary. Circumstances may interfere with the ability to submit an assignment on time. However, as a student you agree to take the class and therefore agree to submit work on time.

Students are encouraged to work ahead to avoid late assignments. Please communicate with your instructor promptly if you have extenuating circumstances that may contribute to a late assignment.

Assignments (excluding discussion questions and assignments during the last week of the academic session) will be accepted late, subject to a 10% deduction off the earned grade per day late (24-hour period), for up to 3 days. No assignments will be accepted after 3 days. Assignments due during the last week of an academic session (prior to final exams) and discussion posts, including responses, that are not posted by the due date will receive 0 points and are not accepted past the due date.

All work must be completed and submitted by the end of the course. No work will be accepted after the last day of the course.

Library

Bethel's Bowen Library offers a range of resources and services, both online and physical, to all students enrolled at Bethel University. All online resources are available at the library website.

Almost all periodicals and journals are available online, and there is a wide selection of e-books available as well. Off-campus access to these resources requires an active Bethel login account. For assistance in locating information, librarians are available to answer questions via email (Ask a Librarian), phone, or in person during regular business hours. For physical resources, students are able to use the library catalog to locate books and resources that are held either by Bethel or any other library. Students may use the catalog to request books from another library and have them delivered to the Bowen Library.

Students may also go to any PALNI library or to Notre Dame or Holy Cross and check material out in person with a valid student ID. PALNI is a consortium of several academic libraries in Indiana of which Bethel is a member; some nearby member libraries include Saint Mary's, Associated Mennonite Biblical Seminary, Goshen, and Grace. In addition, physical books and journals, the Bowen Library provides study spaces, computers, and printers (included a web print station) to all students.

Plagiarism

Any act of deceit, falsehood or stealing by unethically copying or using someone else's work in an academic situation is prohibited. A student found guilty of plagiarism will receive an "F" for that paper, assignment or exam. The instructor will have an interview with the student and submit a written report to the Program Coordinator for the area in which the student is enrolled. If a second offense should occur, the student will be required to appear before the instructor, the coordinator and the dean of the academic program. At this point the student's continuation in

the course and academic career are in jeopardy. Students are encouraged to refer to the Bethel Library's online help for proper citation.

Resources & References

In addition to the required texts, the following resources provide additional information pertaining to the course content.

Alexander, K. & Alexander, M.D. (2005). *American public school law* (6th ed). Belmont, CA: Thomson West.

APA Formatting & Style Guide at http://owl.english.purdue.edu/owl/resource/560/01.

Bens, I. (2000). *Facilitating with ease! A step-by-step guidebook with customizable worksheets on CD-ROM*. San Francisco: Jossey-Bass.

Emmert, D. (2005). *Leading schools legally: a practical anthology of school law*. Indianapolis: Power Publishing.

Hackett, D. & Martin, C.L. (1993). *Facilitation skills for team leaders*. Menlo Park, CA: Crisp Publications.

McKinney, J. (2001). *The legal handbook for Indiana school administrators*. Indianapolis: Indiana Association of School Principals.

Qualkinbush, J. & Donaldson, B. (2006). *Leading schools legally: the abc's of school law— Indiana supplement*. Indianapolis: Power Publishing.

Valente, W.D. & Valente, C.M. (2005). *Law in the schools* (6th ed). Upper Saddle River, NJ: Pearson.

Syllabus Acknowledgment

Enrollment in this course is considered an acknowledgment that the student will review and follow the course syllabus and additional college policies as stated within the student handbook, college catalog and student information provided by the college through the campus website.

This syllabus is not a legal contract, but serves as a general outline for the semester. The instructor reserves the right to adjust the course as the need arises.