A. **Course Description**

This course provides an understanding of important constitutional, statutory, administrative, and judicial law issues as they pertain to everyday operation of schools. School leaders will learn the legal framework within which schooling takes place, and how that framework structures the decisions made by campus leaders. Primary emphasis is placed on legal issues facing building-level leaders, with the goal of helping them recognize potential legal problems arising in the school and the need to take appropriate action or seek legal advice.

**Objectives**

The course is designed to help school leaders:

1. Understand the federal and state legal structure within which schools operate.

2. Recognize key education-related provisions of the U.S. Constitution and federal statutes, state constitution and statutes, and administrative regulations.

3. Learn the key court rulings that establish school law parameters at the school level.

4. Realize how board policies and administrative regulations/directives translate the law into on-the-job requirements.

5. Acquire on-line resources to remain current in changes in the law.

6. Develop a basic legal terminology to decipher materials and participate in law-related discussions.

B. **Professor Contact Information**

Dr. Bill Camp  
Matthews Hall 218  
Phone: 940/300-4034  
Email: bill.camp@unt.edu  
Office Hours: available on request
**Purpose of the Course**
This course is designed to promote the development of teacher, school, and district leaders who have the knowledge and ability to promote the success of all students.

**Student Outcomes**
The student outcomes for this course are based on the Interstate Leadership Licensure Consortium (ISLLC) Standards and the State of Texas Proficiencies for Administrators both of which are designed for advanced programs in educational leadership.

**ISLLC Standards**
All six ISLLC standards ought to be considered while moving through the course work in your program; however, in this course I will ask you to make connections with some standards more than others (see Appendix A for full description).

Note: These standards are currently undergoing revision (expected to be released 2015) and I encourage you to review and engage in current dialogue. [http://www.uea.org/open-letter-to-ccsso-regarding-revisions-to-isllc-standards/](http://www.uea.org/open-letter-to-ccsso-regarding-revisions-to-isllc-standards/)

**Standard 1:** *An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.*

**Standard 2:** *An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

**Standard 3:** *An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.*

**Standard 4:** *An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.*

**Standard 5:** *An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.*

**Standard 6:** *An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.*
Proficiencies for Texas Administrators

- **Learner-Centered Leadership**: Through inspiring leadership, the administrator maximizes learning for all students while maintaining professional ethics and personal integrity.

- **Learner-Centered Climate**: The administrator establishes a climate of mutual trust and respect that enables all members of the learning community to seek and attain excellence.

- **Learner-Centered Curriculum and Instruction**: The administrator facilitates the implementation of a sound curriculum and appropriate instructional strategies designed to promote optimal learning for all students.

- **Learner-Centered Professional Development**: The administrator demonstrates a commitment to student learning through a personal growth plan and fosters the professional development of all staff in the learning community.

- **Equity in Excellence of All Learners**: The administrator promotes equity in excellence for all by acknowledging, respecting, and responding to diversity among students and staff, while building on shared values and other similarities that bond all people.

- **Learner-Centered Communication**: The administrator effectively communicates the learning community's vision as well as its policies and successes in interactions with staff, students, parents, community members, and the media.

About the Professor

Dr. Bill Camp has been a classroom teacher, a high school principal, an assistant superintendent, a college professor, and college administrator. His areas of research include school law, school finance and school personnel.

Teaching Philosophy

This course requires a strong commitment to reading the material prior to participation in discussions, activities, and group projects. The student should begin each reading assignment as early as possible during each weekly module. You will need to participate frequently and actively in the discussion of each module. The professor will not respond to each individual discussion but instead will help guide through comments and questions.

C. **Materials – Text, readings, and supplementary readings.**


D. **Classroom Format**

- Most class sessions will be devoted to discussing assigned readings.
• Powerpoint presentations will summarize the material and examine new developments.
• Law notes will provide additional guidance in reviewing the material read.
• References to outside readings will highlight top individuals in the field.

Week 1:

The Educator’s Guide – Read Chapter 1 and assigned articles on Monday.

Assignment: Read the instructions for Assignment 1 and turn in by Wednesday (July 15) at midnight.

The Educator’s Guide – Read Chapter 7 and assigned articles on Wednesday.

Assignment: Read the instructions for Assignment 2 and turn in by Monday (July 20) at midnight.

Group Work: Your group will prepare a formal group paper that will be graded. Each member of the group should contribute to each question or scenario in the assignment. Some members may contribute more on parts of the discussion and less on other parts. The group assignment will look at legal issues in impacting teachers, privacy, and liability. The paper will be due on Friday (Aug 7).

Week 2

The Educator’s Guide – Read Chapter 2 Monday (Jul 20).

Assignment: Read the instructions for Assignment 3 and turn in by Monday (July 27) during class. This week will focus on using on-line sources to look at issues in school law. It will also focus on learning how to use the state education code as it relates to attendance and instructional issues.

Group Assignment: Continue working with your group on the group assignment.

Week 3

The Educator’s Guide – Read Chapters 6 and 8 on Monday (July 27).

Assignment: Read the instructions for Assignment 4 and turn in by Monday (August 3).
This week we begin to focus on legal issues impacting students. We will also expand the web-based sites to search for issues impacting students.

**Group Assignment:** Continue working with your group on the group assignment.

**Week 4**


_The Educator’s Guide_ — Read Chapter 9 and 10 on Monday.

**Assignment:** Read the instructions for **Assignment 5** and turn in by Monday (August 10) during class. This week we begin to focus on legal issues impacting students’ with disabilities. We will also expand the web-based sites to search for issues impacting students. We will focus on Texas research this week by reviewing several articles from the Legal Digest. We will look at Federal Disability Law, Disciplining Students with Disabilities, and Section 504 of the Disability Act.

**Group Assignment:** Continue working on the group project. This project will be due Friday (August 7) at midnight.

**Week 5**

_The Educator’s Guide_ — Read Chapters 4 and 5 on Monday.

**Assignment:** This week we begin to focus on legal issues impacting teachers.

**Final Exam:** The exam will be due Friday (August 14) at midnight. You should work individually on the exam. Carefully read all questions.

**F. Students and Course Evaluation**

Students will be evaluated by the following:

An examination covering the course is worth 30 points. This exam will consist of true/false questions, multiple choice questions, short answer questions, and hypothetical situations that will ask students to apply the law.
Daily discussion and participation in the class is worth 10 points. This will involve the assigned reading for the class.

A group project will be assigned for research and analysis and is worth 20 points.

Assignment: Questions sheets will be completed and turned in by individuals and will be worth a total of 40 points.

**Grading Scale:**

- 90 - 100 = A
- 75 - 89 = B
- Below 75 = C, Incomplete, or F (depending on discretion of instructor)

**G. Academic Calendar**

**Week 1**  
Orientation to the course  
Establishment and control of the schools  
Texas public schools: state structure  
Influence of the federal constitution and federal laws  
School finance  
School Desegregation  
Church and State

**Week 2**  
Attendance law  
Safe school environment  
Parental rights  
Instructional Program

**Week 3**  
Student rights  
Student Rights and Search and Seizure  
Student Rights (Due Process, Hazing, Bullying)

**Week 4**  
Students with Disabilities
Defamation and Student Records
Liability

Week 5
Teachers (Certification and Contracts)
Teachers Rights
Teacher Evaluation and Due Process

Final Exam

Class Policies:

Disabilities Accommodation: “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.”

Academic Integrity: Students are encouraged to become familiar with UNT’s policy on academic integrity: http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.pdf. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

Student Conduct: The university expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. See www.unt.edu/csr.

SETE: The Student Evaluation of Teaching Effectiveness (SETE) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I appreciate your time and effort in completing SETE.

Collection of Student Work: In order to monitor students’ achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

TK20: Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: http://www.coe.unt.edu/TK20. Announcements regarding TK20 will also be posted on this website. Not applicable to this course.

UNT POLICIES
Student Conduct and Discipline
Please refer to the UNT Faculty Handbook or your department regarding the Student Code of Conduct Policy.

Academic Honesty Policy
Academic dishonesty is defined in the UNT Policy on Student Standards for Academic Integrity. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. You will find the policy and procedures at http://vpaa.unt.edu/academic-integrity.htm

ADA Policy
If you have a condition that requires accommodation in this course, please notify the instructor during the first week of class. Any necessary or appropriate accommodations will be made provided that timely notice is received, and that the arrangement is consistent with recommendations from Disability Services, when applicable. Students who require this type of assistance should contact the Office of Disability Accommodation (ODA) at (940) 565-4323 or at TTY (940) 369-8652 to make appropriate arrangements. Information on the services provided by the ODA as well as application procedures is available at http://www.unt.edu/oda/index.html
Information on UNT’s policies related to disability accommodations is available at http://policy.unt.edu/policy/18-1-14
Please note that disability accommodations are not retroactive. Accommodations will be made only after a disability is officially verified.

Student Behavior in the Classroom
Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr

Important Notice for F-1 Students taking Distance Education Courses:
Federal Regulation
To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at http://ecfr.gpoaccess.gov. The specific portion concerning distance education courses is located at “Title 8 CFR 214.2 Paragraph (f) (6) (i) (G)” and can be found buried within this document: http://frwebgate.access.gpo.gov/cgi-bin/get-cfr.cgi?TITLE=8&PART=214&SECTION=2&TYPE=TEXT
The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally
through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F–1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance
To comply with immigration regulations, an F–1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course. If such an on-campus activity is required, it is the student’s responsibility to do the following:
(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.
Because the decision may have serious immigration consequences, if an F–1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.