

Syllabus for EDL-5500

SCHOOL LAW

COURSE DESCRIPTION

This course prepares aspiring school leaders to apply relevant ethics, laws, regulations, and policies to common problems faced by school or district leaders and recommend courses of action that are fair, legal, congruent with due process, and beneficial for the school community. Course topics include state and federal law related to the operation of schools including copyright, safety/negligence, investigating student misconduct, exclusionary student discipline, student and employee rights, discrimination, personnel issues, bullying and harassment (e.g., New Jersey Anti-Bullying Bill of Rights, Title IX), and educating students with disabilities (e.g., IDEA, ADA, §504). Aspiring administrators will evaluate school and district policies, rules, and procedures to determine the extent they foster physical and emotional safety, equitable access to learning, and educational opportunity for each student.

NOTE: This course includes a Signature Assessment. A Signature Assessment is used to collect necessary program assessment data about candidate proficiency of knowledge and skills to determine that candidates have met program requirements and are well prepared for their roles as educational leaders. These Signature Assessments require candidates to complete tasks that will be encountered in administrative roles. Contact Heavin@tesu.edu with any questions.

COURSE TOPICS

- Law, policy, the legal system and boards of education
- First Amendment and schools: freedom of religion, speech, the press, and the right to assemble and petition the government
- Fourth Amendment: search and seizure in schools
- Fourteenth Amendment: equal protection of the laws and due process in schools
- Tort law and disability laws at schools
- Harassment, intimidation, and bullying, Title IX, and creating a safe school environment for all students

COURSE OBJECTIVES

After completing this course, students should be able to:

- CO 1** Apply relevant laws, regulations, and policies to recommend courses of action that are fair, legal, and demonstrate due process in response to typical problems faced by school or district leaders (e.g., student misconduct, expression, religion, personnel issues, bullying and harassment). [NELP 2.2]

- CO 2** Evaluate potential responses to typical problems faced by school or district leaders in terms of ethics and effective leadership practices. [NELP 2.3]
- CO 3** Evaluate school and district policies and procedures to determine their ability to foster physical and emotional safety, equitable access to learning, and educational opportunity for each student. [NELP 6.1]
- CO 4** Explain the responsibilities of school and district administrators in implementing the New Jersey Anti-Bullying Bill of Rights. [NELP 6.3]

COURSE MATERIALS

You will need the following materials to complete your coursework. Some course materials may be free, open source, or available from other providers. You can access free or open-source materials by clicking the links provided below or in the module details documents. To purchase course materials, please visit the [University's textbook supplier](#).

Required Textbook

- Dayton, J. (2018). *School law for everyone: The essential guide*. Wisdom Builders Press.
ISBN-13: 978-1717103888

COURSE STRUCTURE

School Law is a three-credit online course consisting of **six** modules. Modules include an overview, topics, learning objectives, study materials, and activities. Module titles are listed below.

- **Module 1: Law, Policy, the Legal System, and Boards of Education**
Course objectives covered in this module: CO 1, CO 2, CO 3
- **Module 2: First Amendment and Schools**
Course objectives covered in this module: CO 1, CO 2, CO 3
- **Module 3: Fourth Amendment and Schools: Search and Seizure**
Course objectives covered in this module: CO 1, CO 2, CO 3
- **Module 4: Fourteenth Amendment and Schools: Equal Protection of the Laws and Due Process**
Course objectives covered in this module: CO 1, CO 2, CO 3
- **Module 5: Tort and Disability Laws and the Schools**
Course objectives covered in this module: CO 1, CO 2, CO 3

- **Module 6: Creating a Safe Working and School Environment for Staff and Students**

Course objectives covered in this module: CO 1, CO 2, CO 3, CO 4

ASSESSMENT METHODS

For your formal work in the course, you are required to participate in online discussion forums, complete a policy review, complete written assignments, complete written reflections, complete case studies, complete a presentation, and create an infographic. See below for details.

Consult the Course Calendar for due dates.

Promoting Originality

One or more of your course activities may utilize a tool designed to promote original work and evaluate your submissions for plagiarism. More information about this tool is available in [this document](#).



Discussion Forums

You are required to complete **four** discussion forums. Each discussion forum will address relevant legal topics and issues in each module. You will be asked to provide an initial response to the discussion forum prompts and then respond to two classmates' responses. The discussion forums give you an opportunity to explore topics in each module and understand your classmates' perspectives on the same topics.



Policy Review

You are required to complete **one** policy review. The policy review is specific to the topics in the course module. In the policy review assignment, you will review any relevant policies to the legal topics being discussed in the module and you will analyze to determine if the policy aligns with the specific law it was written to address. You will also be given an opportunity to provide recommendations for the existing policy or policies you reviewed based on the law.



Written Assignments

You are required to complete **three** written assignments. The written assignments are on a variety of topics associated with the course modules. Each written assignment will provide you with an opportunity to demonstrate your understanding of the legal topic being discussed in the module and how you would

address it as a school administrator. The prompts for each written assignment will help guide you throughout the assignment.

Written Reflections

You are required to complete **four** written reflections. The written reflections are on a variety of topics associated with the course modules. Each written reflection will ask you to identify three key issues or topics in the module that will assist you as a school administrator to make specific legal decisions and how those key issues or topics will make you a more effective school administrator.

Case Studies

You are required to complete **six** case studies. Each case study is specific to the module topic and will provide you with an opportunity to use the knowledge you learned in that module to address a potential situation you may face as a school administrator. Your actions in each case study will be supported by resources, law, and documentation you read, gathered, or researched during the module.

Presentation

You are required to complete **one** presentation. The presentation will provide you with an opportunity to develop a brief training for new school administrators on the module topic. The final product will be a presentation you can use with future school administrators or use as a reference when you become a school administrator.

GRADING AND EVALUATION

Your grade in the course will be determined as follows:

- **Online discussions (4)**—20%
- **Policy review (1)**—8%
- **Written assignments (3)**—18%
- **Written reflections (4)**—16%
- **Case studies (6)**—30%
- **Presentation (1)**—8%

All activities will receive a numerical grade of 0–100. You will receive a score of 0 for any work not submitted. Your final grade in the course will be a letter grade. Letter grade equivalents for numerical grades are as follows:

A	= 93–100	B	= 83–87
A–	= 90–92	C	= 73–82
B+	= 88–89	F	= Below 73

To receive credit for the course, you must earn a letter grade of C or higher on the weighted average of all assigned course work (e.g., assignments, discussion postings, projects). Graduate students must maintain a B average overall to remain in good academic standing.

STRATEGIES FOR SUCCESS

First Steps to Success

To succeed in this course, take the following first steps:

- Read the entire Syllabus carefully, making sure that all aspects of the course are clear to you and that you have all the materials required for the course.
- Take time to read the entire Online Student Handbook. The Handbook answers many questions about how to proceed through the course and how to get the most from your educational experience at Thomas Edison State University.
- Arrange to take your examination(s) by following the instructions in this Syllabus and the Online Student Handbook.
- Familiarize yourself with the learning management systems environment—how to navigate it and what the various course areas contain. If you know what to expect as you navigate the course, you can better pace yourself and complete the work on time.
- If you are not familiar with web-based learning, be sure to review the processes for posting responses online and submitting assignments before class begins.

Study Tips

Consider the following study tips for success:

- To stay on track throughout the course, begin each week by consulting the Course Calendar. The Calendar provides an overview of the course and indicates due dates for submitting assignments and posting discussions.
- Check Announcements regularly for new course information.

Using AI Ethically: A Guide for TESU Students

TESU's [Academic Code of Conduct](#) permits student AI use in support of their writing and research process--not as a replacement for original writing. Document AI use with an acknowledgment statement at the end of each assignment, noting the tools and prompts used. Cite any AI-generated content on the References page. Please review [Using AI Ethically: A Guide for TESU Students](#) for more detailed information.

COMMITMENT TO DIVERSITY, EQUITY, AND INCLUSION

Thomas Edison State University recognizes, values, and relies upon the diversity of our community. We strive to provide equitable, inclusive learning experiences that embrace our students' backgrounds, identities, experiences, abilities, and expertise.

ACCESSIBILITY AND ACCOMMODATIONS

Thomas Edison State University adheres to the Americans with Disabilities Act (ADA, 1990; ADAAA, 2008) and Section 504 of the Rehabilitation Act of 1973. The Office of Student Accessibility Services (OSAS) oversees requests for academic accommodations related to disabilities; a student who is pregnant, postpartum, or a student parenting a newborn who is not the birth parent [as covered under NJSA18A]; and students requesting academic accommodation for a short-term/temporary illness and/or injury. Information can be found on the [Office of Student Accessibility Services](#) webpage and questions can be sent to ADA@tesu.edu.

ACADEMIC POLICIES

To ensure success in all your academic endeavors and coursework at Thomas Edison State University, familiarize yourself with all administrative and academic policies including those related to academic integrity, course late submissions, course extensions, and grading policies.

For more, see:

- [University-wide policies](#)
- [Undergraduate academic policies](#)
- [Undergraduate course policies](#)
- [Graduate academic policies](#)
- [Graduate course policies](#)
- [Nursing student policies](#)
- [Nursing graduate student policies](#)
- [International student policies](#)

- [Academic code of conduct](#)