

## **COURSE SYLLABUS**

<b>COURSE TITLE:</b>	ALS 858-001 School Law and Negotiations
<b>CREDIT HOURS:</b>	3
<b>TERM:</b>	Spring Semester, 2014
<b>LOCATION:</b>	138 Stouffer Hall
<b>TIME:</b>	Saturdays: Feb. 1, 22; March 15, 29; April 12, 2014 8 am to 2:00 pm (with a working lunch)
<b>INSTRUCTOR:</b>	Dr. Joseph Marcoline, Assoc. Professor, email- j.f.marcoline@iup.edu
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### **COURSE DESCRIPTION:**

This course is designed to help future school and university officials understand the sources of law governing educational institutions, the process of legal reasoning, basic concepts embodied in the First, Fourth, and Fourteenth Amendments to the U.S. Constitution and specific substantive law related to the operation of schools and universities.

### **TEXT/Resources:**

Boyle, J.R. & Weishaar M. (2001). Special education law with cases. Needham Heights, MA: Allyn and Bacon.

Bridges, E.M. (reprinted in 2004). The incompetent teacher. Philadelphia, PA: Taylor & Francis.

Fisher, R. & Ury, W. (2011). Getting to Yes. New York: Penquin Group

Pennsylvania School Boards Association. (2012). Pennsylvania school law handbook. Mechanicsburg, PA.

Valenti, W.D. & Valenti, C.M. (2005). Law in the schools (6<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall (**recommended as a resource book for your office, however not required for the course**).

Pennsylvania School Board Association (2009). Practical Guide to PA Sunshine Law. Mechanicsburg, PA: Author

Please note that your Superintendent or Board Secretary may have a copy of Getting to Yes, The PSBA School Law Handbook and PSBA Public Access to Public Meeting books in their library for you to borrow. If not, these books should be able to be ordered through me or online at [www.psba.org](http://www.psba.org). It takes 3-5 business days for delivery.

### **COURSE OBJECTIVES & STUDENT OUTCOMES:**

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success for all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

### **COURSE OBJECTIVES:**

1. Students are able to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities. (Standard 3.1)
2. Students are able to use negotiations to develop communication plans with staff (Standard 3.3)
3. Students demonstrate an understanding of the policies, law, and regulations enacted by local, state, and federal authorities affecting a specific district. (Standard 6.1)
4. Students will be able to apply legal principles to employment issues and the organizations of human resources. (Standard 3.1)
5. Students are able to effectively use negotiations to involve stakeholders. (Standard 3.2)
6. Students are able to promote success of all students by respecting the rights of others, making decisions based upon ethical and legal principle, and treating all students justly. (Standards 5.1, 5.2, 5.3)
7. Students understand laws, policies, and regulations at the local, state, and national level and how they affect the school system and local communities. (Standard 6.1)
8. Students will use their understanding of politics and law to develop policies and advocate for improved policies that benefit their school district and students. (Standard 6.2)

9. Students will be able to effectively communicate with political leaders from local, state, and federal levels to advocate for improved policies and to promote equitable learning for all students. (Standard 6.3)

<b>Course Objective</b>	<b>Assessment Technique</b>	<b>ELCC Standards</b>
1	class discussion, written papers oral presentation	3.1
2	class discussion, written papers oral presentation	3.3
3	class discussion, written papers oral presentation	6.1
4	class discussion, written papers oral presentation	3.1
5	class discussion, written papers oral presentation	3.2
6	class discussion, written papers oral presentation	5.1, 5.2, 5.3
7	class discussion, written papers oral presentation	6.1
8	class discussion, written papers oral presentation	6.2
9	class discussion, written papers oral presentation	6.3

**TECHNOLOGY COMPONENTS:**

Course requires all students to use various technologies including the Internet, Web CT, Microsoft PowerPoint, etc.

**EXPECTATIONS & COURSE EVALUATION:**

You will be evaluated in relationship to how much you teach me and our class! Very simply, you can anticipate that our learning community will be predicated upon the following values:

- Each of us brings a knowledge and experiential base that is worthy of being shared so that all may learn.
- We have an ethical responsibility to promote the learning of others as well as our own.
- Learning will happen when each of us assumes individual responsibility for learning. The exercise of that individual responsibility manifests itself in adequate preparation for class, quality completion of tasks within allocated timeframes, and a commitment to “find meaning” in the learning when the “construct for meaning” is not so readily apparent!
- Learning extends well beyond course content – our learning community must provide opportunities for the on-going development of “real life” competencies inclusive of interpersonal, problem-solving, and communication skills.

**Evaluation as Related to Grade Determination**

- Evaluation will be determined primarily through assigned papers and oral presentations. You will be provided with guidance concerning each class assignment. While some topics will be assigned, others will provide an opportunity for selection. You can anticipate that the majority of these papers will be limited in length to one to three pages. The major project/paper/and respective presentation will consist of a paper of approximately 7-10 typed pages (APA Style). In addition, a corresponding presentation will also be expected to accompany the major paper, and will be presented to the class. The presentation should run approximately 30 minutes, and may include a power point or equally valuable classroom experience/activity.

### **TENTATIVE COURSE SCHEDULE & ASSIGNMENTS**

**Please note that I will be finalizing this schedule over the next few weeks, and as a result, the schedule may vary somewhat between now and when the course begins. In any case, I will keep you well posted in advance.**

<b>DATE</b>	<b>TOPIC</b>
<b>Session 1 Feb. 1, 2014</b>	<p style="text-align: center;"><b>For this class, read the Special Education Law book</b></p> <ul style="list-style-type: none"> <li>-Dr. Marcoline- Introduction of Course</li> <li>-Dr. Walter Fitch, retired Superintendent of the Johnsonburg Area School District- His topic will consist of a review of his dissertation dealing with the lack of ethical thinking on the part of PA superintendents 10:00-11:00am, with Q and A to follow.</li> <li>-Student Presentations</li> </ul>
<b>Session 2 Feb. 22, 2014</b>	<p style="text-align: center;"><b>For this class, read Getting to Yes</b></p> <ul style="list-style-type: none"> <li>-<b>This class will probably not be held in the traditional fashion, but rather through a WIKI. As a result, students presenting on this date will need to handle their presentation in an electronic format, and be prepared to share the link.</b></li> <li>-Dr. Marcoline- Power point on Negotiations</li> <li>-Student Presentations</li> </ul>
<b>Session 3 March 15, 2014</b>	<p style="text-align: center;"><b>For this class, review the PSBA School Law Handbook, and Getting to Yes</b></p> <ul style="list-style-type: none"> <li>-Dr. Marcoline- Student Rights and General Labor Law</li> <li>-Mr. Carl Beard, Attorney at Law, with Andrews and Beard Law Firm 10:00-11:00am, with Q and A to follow- What Every Superintendent Needs to Know About School Law</li> <li>-Student Presentations</li> </ul>
<b>Session 4 March 29, 2014</b>	<p style="text-align: center;"><b>For this class, read The Incompetent Teacher</b></p> <ul style="list-style-type: none"> <li>-Dr. Marcoline- Tenure, Staff Misconduct, and Dismissal</li> <li>-Ms. Carolyn Angelo, Attorney for the Professional Standards and Practices Commission 10:30-11:30am, with Q and A to follow.</li> <li>-Student Presentations</li> </ul>

<b>Session 5</b> <b>April 12, 2014</b>	<b>For this class, read the PSBA booklet on the Sunshine Law and PSBA School Law Handbook</b> -Dr. Marcoline-Sunshine Law -Student Presentations -Lunch Provided by ALS Program -Wrap up of course