



Master's in School Administration (MSA) Program  
EDUC 637.961 Personnel Administration & Law  
MSA Flex Program  
Fall 2008  
45 semester hours (3 graduate credits)  
51% online; 49% face-to-face

### **Course Description**

Though many behaviors of school administrators are typically shaped by legislatures and school boards, decisions of state and federal courts are also significantly influential. Information about and an understanding of state statutes, administrative policies and regulations, as well as court decisions, are essential tools for school administrators.

Given that administrators must demonstrate skill in leading the operation and conduct of their schools in a highly litigious society, EDUC 637 explores relevant legal principles that affect the operation, organization, and administration of American schools. Prospective administrators will gain relevant knowledge about contemporary legal issues that affect students, teachers, administrators, and other school staff members that will help these prospective administrators in their day-to-day decisions and actions, within the boundaries of constitutional, statutory, and case law.

This course serves as a basis for the effective administration of student and adult personnel functions. Participants will acquire effective skills to address a variety of challenges that may confront school-based administrators and will extend and refine their ability to analyze these challenges and become skillful in managing and leading the student welfare and human resource functions.

The course incorporates materials that will assist site-based administrators. Participants will use multiple sources of data to address the challenges of student and personnel administration, with particular emphasis on the administrator's perspective. These data sources will include research-based tools, practical

applications, and problem-solving strategies that participants need to create cultures of high instructional achievement and effective student and personnel management systems at the school site.

This course integrates all applicable "Performance Domains for the Principalship" as developed by the North Carolina Standards Board for Public School Administration and the "Standards for School Leaders" as developed by the Interstate School Leaders Licensure Consortium (ISLLC).

### **Course Objectives**

By the end of the course, candidates will be able to:

- Demonstrate knowledge of basic principles of administrative law, specific legal mandates, and decisions of the courts as they apply to students and personnel administrative functions and responsibilities.
- Utilize sources of legal information.
- Demonstration knowledge of legal rights and responsibilities of teachers and school administrators.
- Interpret federal and state laws, court decisions and school district policies.
- Appreciate an educational environment, which encourages respect for the rights of students and school employees.
- Understand school personnel policies and procedures in accordance with appropriate judicial decisions.
- Demonstrate an understanding of state and federal educational personnel laws
- Demonstrate the ability to critically assess educational personnel issues from legal perspectives.

## **UNC School of Education (SOE) Principles, Educational Leadership Constituent Council (ELCC) & Interstate School Leaders Licensure Consortium (ISLLC) Standards**

### **UNC School of Education Conceptual Framework Principles**

The SOE is committed to diverse, equitable, democratic learning communities. As a result, candidates acquire and apply the knowledge, skills and dispositions that prepare them to hold high expectations and support the education of *all* students.

We use the following unit principles, applicable at all program levels, to identify the knowledge and skills that are central to preparation of our candidates, who will become leaders supporting and promoting the teaching and learning of all students in multiple contexts.

**NC-CH2004.P1** PRINCIPLE: Candidates possess the necessary content knowledge to support and enhance student development and learning.

**NC-CH2004.P2** PRINCIPLE: Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning.

**NC-CH2004.P3** PRINCIPLE: Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.

**NC-CH2004.P4** PRINCIPLE: Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders.

## UNC School of Education Conceptual Framework Dispositions

Dispositions are essential to preparing leaders who support equity and excellence in education within a democratic society.

Dispositions are beliefs that foster commitments, leading to actions within educational environments with students, colleagues, families, and communities. Candidates bring dispositions that are developed as they think deeply, reflect critically, and act responsibly. These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify unit principles, facilitating their enactment in particular programs.

**NC-CH2004.D1 DISPOSITION:** Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.

**NC-CH2004.D2 DISPOSITION:** Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.

The Educational Leadership Constituent Council (ELCC) and the Interstate School Leaders Licensure Consortium have jointly promulgated several standards that will be met with a candidate's completion of the full MSA program at the University of North Carolina at Chapel Hill. This course provides candidates with competencies that cover several of these standards, as do all of a candidate's MSA courses. In EDUC 637, Personnel Administration and the Law, *significant* emphasis and concentration are placed upon the following ELCC/ISLLC standards and related indicators:

**STANDARD 3:** A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

→ **Indicator 4:** The administrator has knowledge and understanding of human resources management and development.

→**Indicator 7:** The administrator has knowledge of legal issues impacting school operations.

→**Indicator 1:** Candidates assess school culture using multiple methods and implementing context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socioeconomic) of a school community to improve programs and school culture.

**STANDARD 5:** A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

→**Indicator 2:** The administrator has knowledge and understanding of various ethical frameworks and perspectives on ethics.

**STANDARD 6:** A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

→**Indicator 2:** The administrator has knowledge and understanding of the law as related to education and schooling.

EDUC 637.001/.961 Section Information

Personnel Administration and the Law

Fall 2006

**Instructor: Dr. James Veitch**

**Contact Information:**

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Students who e-mail me from Monday-Thursday can ordinarily expect a response within 48 hours. Students who e-mail me on Friday and through the weekend can ordinarily expect a response by 5:00 pm on Monday. In any communications, please ensure that the first part of the subject line reads "EDUC 637 Lee County." As I sort through large volumes of e-mail, student e-mail receives priority, and the "EDUC 637 Lee County" in the subject line ensures a timely response to you in accordance with the above guidelines.

**Textbooks/Readings**

1) There is no one textbook for the class. We will employ a small number of articles, book chapters, surveys, student documentation from his/her site, charts, and/or other materials. All of these materials (no charge) are online for student reading and/or download from the Blackboard course site, which is accessible at <http://blackboard.unc.edu>. Most downloads are Word documents; some are Adobe PDF files, and some are JPEG images. Computers in the UNC computer labs are capable of opening and reading all documents. Students are responsible for printing documents and having them available during each module. Since download time from a dial-up modem connection may be lengthy, a UNC computer or other broadband connection is advised.

**→NOTE WELL: E-Mail/Internet Access:**

The course relies on student access to both a working UNC e-mail address and access to the Internet. Some assignments require online research, communication among students via e-mail, discussion groups, and other forms of electronic exchange.

Students who are registered for the course must create a UNC e-mail as soon as possible if they do not currently have one.

### **Supplemental Materials for Future Use:**

#### **Supplemental Texts:**

Allred, Stephen (1999). **Employment Law: A Guide for North Carolina Public Employers, Third Edition**, Chapel Hill, NC: Institute of Government, ISBN 1-56011-351-0 (paperback).

Fischer, Louis, David Schimmel, and Cynthia Kelly (2003). **Teachers and the Law, 5th Edition**, New York: Longman, ISBN 0-321-08210-9

Gold, Michael Evan (2001). **An Introduction to the Law of Employment Discrimination, 2<sup>nd</sup> Edition**, ILR Bulletin 68, Ithaca, NY: ILR Press, an Imprint of Cornell University Press, 2001, ISBN 0-8014-8749-8 (paperback).

LaMorte, Michael W. (2002). **School Law: Cases and Concepts**, Boston: Allyn & Bacon, ISBN 0-205-34284-1 (hardback).

Rothstein, Mark A., Charles B. Craver, Elinor P. Schroeder, and Elaine W. Shoben (1999). **Employment Law, 2nd Edition**, West Group, ISBN 0-314-23437-3.

### **Selected Academic Legal Journals**

Journal of Law and Education  
School Law Bulletin (UNC-Chapel Hill)  
North Carolina School Law, Institute of Government, UNC-CH  
Law Review Publications (by Law Schools)

### **Web Sites: Search Engines/Directories**

All Law: [alllaw.com](http://alllaw.com)

American Law Sources: [lawsources.com](http://lawsources.com)

Findlaw: [FindLaw.com](http://FindLaw.com)  
Law.Com: [ALM's Law.com](http://ALM's Law.com)  
Law Library: [Government.com](http://Government.com)  
Law Professors: [JURIST - Legal News and Research](http://JURIST - Legal News and Research)  
School Safety: [schoolsecurity.com](http://schoolsecurity.com)  
UNC Institute of Government: [iog.unc.edu](http://iog.unc.edu)  
Federal Courts: [uscourts.gov](http://uscourts.gov)  
AASA: [aasa.org](http://aasa.org)  
American Bar Association: [abanet.org](http://abanet.org)  
American Civil Liberties Union: [aclu.org](http://aclu.org)  
Cyberspace Bar Association: [www.cyberbar.net](http://www.cyberbar.net)  
Education Law Association: [www.educationlaw.org](http://www.educationlaw.org)  
Education Law in North Carolina:  
[www.pepelnc.net/default.htm](http://www.pepelnc.net/default.htm)

\*\*\* Principals' Executive Program – to subscribe to legal updates go to:

<http://www.ncpep.org/content.php/content.php/registration/listserv.php>

### **Course activities:**

There are 7 class sessions of 3 hours each. Each class is considered a "module." Hence, module 1 corresponds to class session #1, and so on. Each module contains the topics, objectives and readings for that module. Written assignments and online activities are located on the Blackboard site in the "Written/Online Assignments" section. Reading assignments are located in the "Reading Assignments" section. For readings that need to be downloaded from the Blackboard site (in the "Course Documents" section, only those modules that have readings that must be downloaded will be listed.)

The course activities/assignments (below) contain the topics and objectives for each class/online unit and a list of readings that are due.

### **Assessment:**

There is a master assignment sheet on the Blackboard site that outlines the due dates for each assignment and the specific file(s) that you must download in order to complete the assignment. The file(s) contain specific directions for the assignment.

All assignments are due in class on the date indicated. An assignment that is turned in late is ineligible for a grade of "H."  
Note: In order to *pass* EDUC 637, you must complete ALL of the assignments satisfactorily even if you have otherwise earned sufficient points for a passing grade.

Students with Disabilities: Federal and State laws require the University to make its programs and facilities accessible to students with disabilities. Students who seek reasonable accommodation for disabilities are required to identify themselves either to the Department of Disability Services [DDS] (in the Division of Student Affairs) or Learning Disabilities Services [LDS] (in the College of Arts & Sciences), depending on the nature of their disability. These offices will inform the students of the documentation needed to meet legal requirements, and their staffs have the professional training to determine reasonable and appropriate accommodations for each student. All faculty have been advised that, when approached by a student who seeks an accommodation based on a disability, they should refer the student to DDS or LDS as appropriate. Thereafter, one of these offices will work with the faculty member to determine what accommodations would be reasonable for that student, and assist with implementation.

### **Attendance/Participation**

*Attendance—on time*—is an important component of the course. *Participation* is an equally important element, whether in class or in any online class components. The resulting professional interaction will sustain the course objectives to a much greater extent than a large volume of instructor lecture.

In the event that a student needs to miss one class for a legitimate reason, he/she MUST submit an e-mail to the instructor indicating (A) that he/she has a detailed knowledge regarding what exactly transpired in the missed class (that information can be obtained by speaking with classmates who did attend the class); and (B) a

reflection regarding the implications of the ideas presented for his/her future actions as a school administrator. All written and/or online assignments must nonetheless be submitted NO LATER than the day/time on which the syllabus indicates they are due, unless other arrangements have been made with the instructor in advance. Upon fulfilling these requirements, the attendance points associated with the missed class will be awarded to the student. Additional make-up assignments may be required in the event of multiple absences.

## THE UNIVERSITY OF NORTH CAROLINA-CHAPEL HILL

### Academic Dishonesty

It shall be the responsibility of every student enrolled at the University of North Carolina to support the principles of academic integrity and to refrain from all forms of academic dishonesty, including but not limited to, the following:

1. **Plagiarism** in the form of deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise.
2. **Falsification, fabrication, or misrepresentation of data, other information, or citations** in connection with an academic assignment, whether graded or otherwise.
3. **Unauthorized assistance or unauthorized collaboration** in connection with academic work, whether graded or otherwise.
4. **Cheating on examinations or other academic assignments**, whether graded or otherwise, including but not limited to the following:
  - a. Using unauthorized materials and methods (notes, books, electronic information, telephonic or other forms of electronic communication, or other sources or methods);

- b. Violating or subverting requirements governing administration of examinations or other academic assignments;
- c. Compromising the security of examinations or academic assignments;
- d. Representing another's work as one's own; or
- e. Engaging in other actions that compromise the integrity of the grading or evaluation process.

5. Deliberately furnishing false information to members of the University community in connection with their efforts to prevent, investigate, or enforce University requirements regarding academic dishonesty.

6. Forging, falsifying, or misusing University documents, records, identification cards, computers, or other resources so as to violate requirements regarding academic dishonesty.

7. Violating other University policies that are designed to assure that academic work conforms to requirements relating to academic integrity.

8. Assisting or aiding another to engage in acts of academic dishonesty prohibited by Section II. B.