

California State University San Marcos
EDAD 634A, Education Law
Dr. Joseph M. Farley

Syllabus

Textbooks and Support Materials:

The California Educators' Guide to School Law, School Legal Services, Orange County Department of Education (Henceforth, "The Guide")

FRISK Documentation Model: Practical Guidelines for Evaluators in Documenting Unsatisfactory Employee Performance, Steven J. Andelson (Henceforth, "The FRISK Manual")

Course Topic and Reading Assignment by Course Date

Course Date	Reading Assignment
April 12, 2004	<p>General Presentation Topics:</p> <ol style="list-style-type: none">1. Principles of Management Conduct and the Law2. Understanding and Identifying Critical Juncture3. Investigations and Documentation4. Burden of Proof: School Vs. Legal5. Introduction to School Law and District Governance <p>Background Reading Assignment from The Guide:</p> <p>Chapter 1: California School Law Chapter 2: Legal Foundation and Structure Chapter 3: Legal Foundation and Structure of Local Districts</p> <p>Reading for Analysis and Discussion in Class Chapter 3 Subsections Related to Management of the Governing Board and Meetings of the Governing Board</p> <p>Reading for Analysis and Case Study Work: FRISK Manual Introduction (pages 1-3) and Preliminary Review (pages 4-6)</p>
April 19, 2004	<p>General Presentation Topics</p> <ol style="list-style-type: none">1. Student Discipline and Expulsion2. Progressive Discipline3. Development of New Conceptual Frameworks Through Problem Resolution4. Working With and Dealing With Difficult People5. Accountability, Relationships and Performance Evaluation6. FRISK Documentation Techniques

	<p>Reading for Analysis and Discussion in Class from The Guide Chapter 5: The No Child Left Behind Act Chapter 6: Students and Student Discipline</p> <p>Reading for Analysis and Case Study Work: FRISK Manual “The FRISK Model” (pages 7-71)</p>
April 26, 2004	<p>General Presentation Topics:</p> <ol style="list-style-type: none"> 1. Legal Landmarks 2. Liability and Worse-Case Scenarios 3. Harassment, Discrimination and Freedom of Speech <p>Reading for Analysis and Discussion in Class from The Guide Chapter 7: Education of Disabled Students Chapter 8: Public Schools and Religion</p> <p>Background Reading Assignment from the Guide: Chapter 9: School Employees</p> <p>Reading for Analysis and Case Study Work: FRISK Manual “Knowledge” (pages 72-84)</p>
May 3, 2004	<p>General Presentation Topics</p> <ol style="list-style-type: none"> 1. Litigation Avoidance 2. Collective Bargaining 3. The Brown Act <p>Reading for Analysis and Discussion in Class from the Guide Chapter 10: Certificated Employees Chapter 11: Classified Employees</p> <p>Reading for Analysis and Case Study Work: FRISK Manual “Progressive Discipline” (pages 85-110)</p>
May 10, 2004	<p>General Presentation Topics:</p> <ol style="list-style-type: none"> 1. Self-Management 2. Egocentric, Allocentric and Macrocentric Perspectives 3. Courageous Conversations 4. Mindfulness <p>Reading for Analysis and Discussion in Class from the Guide Chapter 12: Collective Bargaining and Labor Relations</p>

Note: Supplemental reading assignments and materials will be made and distributed during class sessions.

Writing Assignment In Compliance With the “All-University Writing Requirement

Due Date: May 10, 2004

The “All-University Writing Assignment Requirement” for Education Law (Ed Ad 634A) will be met by developing three separate reference items on:

1. Steps and basic requirements for suspension from class and from school;
2. Steps and basic requirements for evaluation of an unsatisfactory certificated employee;
3. Guidelines for access to student records.

The intent of this writing assignment is the development of a concise and helpful personal reference on the above topics that will actually be used once students become practicing administrators. As such, the documents should be designed as separate references and be a combination of outlines and narrative references, using the textbooks and other information as data sources.