



**SCHOOL OF EDUCATION**

*Engaging diverse communities through leading and learning for social justice.* [www.csusm.edu/soe](http://www.csusm.edu/soe)

<b>Course &amp; Section Nos.</b>	<b>EDAD 616A (2 units)</b>
<b>Course Title</b>	<b>The Role of Schooling in a Democratic Society</b>
<b>Class Roster No.</b>	<b>(901) 43921</b>
<b>Course Day(s)</b>	<b>On line</b>
<b>Time</b>	<b>Asynchronous</b>
<b>Course Location</b>	<b>Cougar Courses   Fully Online</b>
<b>Semester / Year</b>	<b>Spring 2: Oct 19 – Dec 15</b>
<b>Instructor</b>	<b>Dr. Josie Jackson</b>
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<b>Office</b>	<b>Zoom Conferencing</b>
<b>Office Hours</b>	<b>By Appointment</b>

***Vision***

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

***Mission***

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

**BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK**

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcome

**COURSE DESCRIPTION**

This course explores how historical and philosophical influences, state and federal policy decisions, and prevailing educational practices impact schooling. Reviews federal and state laws, local policies, and contracts that impact school leaders, teachers, parents, community partners, and all students.

### **Course Prerequisites**

Admission to the program.

### **Program Student Learning Outcomes (PSLOs)**

Students graduating with a Master of Arts in Educational Administration will master the following outcomes:

1. Explain how school plans, programs, and activities support the school's vision to advance the academic, linguistic, cultural, aesthetic, social-emotional, behavioral, and physical development of each student.
2. Recognize discriminatory practices, signs of trauma, manifestations of mental illness, and promote culturally responsive, positive and restorative strategies to address diverse student and school needs.
3. Use principles of positive behavior interventions, conflict resolution, and restorative justice and explain to staff and community members how these approaches support academic achievement, safety, and well-being for all students.
4. Engage family and community members in accomplishing the school's vision of equitable schooling and continuous improvement that includes the academic, linguistic, cultural, social-emotional, mental and physical health, and/or other supports needed to succeed in school.
5. Recognize any possible institutional barriers to student and staff learning and use strategies that overcome barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, gender identity, sexual orientation, or other sources of educational disadvantage or discrimination.
6. Understand and analyze governance and policy systems and use this knowledge to explain roles and relationships of school and district administrators, local state boards of education, and the legislature to staff and the school community.
7. Analyze current research literature and explain how findings can be applied in a practical educational setting.

### **Course Objectives**

The course objectives, assignments, student learning outcomes, and assessments have been aligned with the following CCTC standards: The course learning outcomes have been aligned with the Commission for Teacher Credentialing standards for a California Preliminary Administrative Services Credential. This course is designed for teachers to gain skills, knowledge, and attitudes necessary to work in schools and districts in implementing effective programs. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. Candidates are required to formally match alignment in assignments and outcomes with the following California Administrators Performance Expectations (CAPE) Leadership Standards:

CAPE 9. Managing Organizational Systems and Human Resources

CAPE 14. Ethical Decision-Making

CAPE 15. Ethical Action

### **Final Exam Statement**

There is no final exam.

### **School of Education/Course Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend/participate more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance/participation requirements. Should the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

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## **Student Collaboration Policy**

The following will serve as the foundational principles by which we relate to each other as we learn together. As a community, we may add specifics to these principles as needed.

- We speak from our own experience
- We are open to hearing others
- We share air time equitably
- We are willing to have our thinking challenged
- We respect confidentiality
- We share experiences that are issue focused, not necessarily who said it or where
- Each of us participates using a “value added” approach by expanding upon ideas, providing examples, and/or expressing a different perspective.
- We will participate in discussions, presentations, and reflections that will prepare you to lead schools and communities as places where human differences are respected and where cultural proficiency is part of the teaching and learning process.

## **REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS**

- (1) Kemerer, Frank R. and Sansom, Peter, *California School Law*, 3<sup>rd</sup> ed., Stanford Law Books (Stanford University Press), 2013. *This text has a free PDF update since 2013 that is provided in our course shell.*
- (2) Andelson, S. "FRISK documentation model." *Fundamentals for Evaluators in Addressing Below-Standard Employee Performance* (2014).

## **Cougar Course**

Spring 2019 EDAD 616A (901) 43921

## **COURSE LEARNING OUTCOMES**

Upon successful completion of this course, students will:

- Know and understand how various historical and present federal and state laws and policy have impacted school and district policies as they relate to employee relations, student conduct, and student and parent rights.
- Research specific local issues and policies that are aligned with federal and state laws.
- Examine the personnel management process as a method of meeting legal standards within a diverse organization.
- Be introduced to school law and district governance
- Understand retention, progressive discipline, and dismissal of employees
- Learn FRISK documentation techniques
- Study:
  - Student discipline and safety
  - Special education law
  - Harassment, discrimination, freedom of speech law and cases
  - Religion in the schools
  - Liability and litigation

## **Administrator Performance Assessment**

Beginning July 1, 2018, all California Preliminary Administrative Services Credential candidates must successfully complete a state approved Administrative Performance Assessment (CalAPA). During the 2018-19 the results will be required, but non-consequential to earning the credential. There is no fee for the CalAPA in the non-consequential year.

**SCHEDULE/COURSE OUTLINE**

<b>Date</b>	<b>Topic/Theme</b>	<b>Assignment</b>	<b>Due Date</b>
<b>Module 1</b>	<b>10/19 – 10/27</b>  Course Introduction	Purchase texts <b>Do</b> Read syllabus Review Presentation in Cougar Courses Law text: Preface and Appendices A-C.	Sundays by 11:55pm
<b>Module 2</b>	<b>10/28 – 11/3</b>  Law and the California Schooling System; Attendance, Instruction, & Assessment	<b>Read/View</b> Law text: Chapters 1, 2 & PDF update since 2013. FRISK text: Chapters 1, 2, & 11 Templates <b>Do</b> (1) post one problem solving scenario; (2) respond to two colleagues' problem solving scenarios; (3) create one FRISK document to support your original problem solving scenario.	Sundays by 11:55pm
<b>Module 3</b>	<b>11/4 – 11/10</b>  Equity, Adequacy, and School Finance; Unions and Collective Bargaining	<b>Read/View</b> Law text: Chapters 3, 4, & PDF update since 2013 FRISK text: Chapters 3, 4, & 11 Templates <b>Do</b> (1) post one problem solving scenario; (2) respond to two colleagues' problem solving scenario; (3) create one FRISK document to support your original problem solving scenario.	Sundays by 11:55pm
<b>Module 4</b>	<b>11/11 – 11/17</b>  Employment; Rights of Expressions	<b>Read/View</b> Law Text: Chapters 5, 6, & PDF update since 2013 FRISK Text: Chapters 5, 6, & 11 Templates <b>Do</b> <b>Zoom Meeting, Tuesday, November 12, 2019, 5 – 6 pm (FRISK share out meeting)</b> (1) post one problem solving scenario; (2) respond to two colleagues' problem solving scenario; (3) create one FRISK document to support your original problem solving scenario; (4) Zoom Meeting	Sundays by 11:59pm

Date	Topic/Theme	Assignment	Due Date
Module 5	<p style="text-align: center;"><b>11/18 – 11/24</b></p> <p>The School and Religion; Students with Disabilities</p>	<p><b>Read/View</b> Law Text: Chapters 7, 8, &amp; PDF update since 2013 FRISK text: Chapters 7, 8, &amp; 11 Templates</p> <p><b>Do</b> (1) post one problem solving scenario; (2) respond to two colleagues' problem solving scenario; (3) create one FRISK document to support your original problem solving scenario; and, (4) mid-term anonymous student evaluation.</p>	Sundays by 11:55pm
Module 6	<p style="text-align: center;"><b>11/25 – 12/1</b></p> <p>Student Discipline; Public Access, Privacy, and Student Search and Seizure</p>	<p><b>Read/View</b> Law text: Chapters 9, 10, &amp; PDF updates since 2013 FRISK text: Chapters 9, 10, &amp; 11 Templates</p> <p><b>Do</b> (1) post one problem solving scenario; (2) respond to two colleagues' problem solving scenario; (3) create one FRISK document to support your original problem solving scenario.</p>	Sundays by 11:55pm
Module 7	<p style="text-align: center;"><b>12/2 – 12/8</b></p> <p>Participate in Zoom Meeting Course Self-Assessment</p>	<p><b>Zoom Meeting, Monday, December 2, 2019, 5 – 6 pm (Principal Panel meeting)</b></p> <p>Complete course self-assessment regarding learning outcomes</p>	Sundays by 11:55pm
Module 8	<p style="text-align: center;"><b>12/9 – 12/15</b></p> <p>Race and Gender Discrimination; Legal Liability</p>	<p>Read/View Law text: Chapters 11, 12, &amp; PDF updates since 2013, &amp; List of Cases FRISK text: Chapter 11 Templates</p> <p><b>Do</b> (1) post one problem solving scenario; (2) respond to two colleagues' problem solving scenario; (3) create one FRISK document to support your original problem solving scenario; (5) Zoom Meeting; (6) End of course anonymous student evaluation</p>	Sundays by 11:55pm

## COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Assignments/Course Requirement	Graded Course Component
<p><b>Problem Solving Scenario Posts:</b> How do I apply what I learn each week to a theory-to-practice education law and personnel administration scenario?</p> <p><u>Identify the issue:</u> Identify a school issue you are struggling with currently. Scenario issues will also be available for you.</p> <p><u>Identify applicable school/district policies and state laws:</u> Identify what laws may affect solving the problem or are already present within the issue.</p> <p><u>Identify potential policy and legal changes:</u> Identify what laws might need to be changed to assist you in solving the problem and how you would change those laws identified.</p>	<p>20 points per post; <b>120 points total</b></p>
<p><b>Create personalized FRISK documents to accompany each Problem Solving Scenario Post:</b> create actual FRISK document from Chapter 11 to accompany each week's Post; no more than two pages.</p>	<p>10 points per FRISK document; <b>50 points total</b></p>
<p><b>Respond to two colleagues' Problem Solving Scenario Posts:</b> using 250 words or fewer, write a substantive post for two colleagues'; see grading rubric in syllabus for guidelines.</p>	<p>5 points each response; 50 points total</p>
<p><b>Synchronous Zoom Meetings Participation: Meeting 1.- FRISK Share Out Meeting:</b> November 12, 2019, 5 – 6 pm one student will be chosen at random to share one of their Problem Solving Scenarios during this Zoom meeting; come prepared to be both the Presenter and active participant in the Group; see PDF in course shell. <b>Meeting 2. – Principal Panel: Zoom Meeting, Monday, December 2, 2019, 5 – 6 pm</b> students will participate in a Q&amp;A Zoom meeting with practicing administrators. Relevant topics will be discussed and questions will be answered related to such.</p>	<p>20 points per meeting; <b>40 points total</b></p>
	<b>260 total</b>

### Grading Standards

Late work will not be accepted unless previously approved by instructor.

93-100% = A

90-92% = A-

87-89% = B+

83-87% = B

80-82% = B-

Below 80% = C or below

### Final Exam

There is no final exam.

### Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?

- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

**Grading Rubric**

<b>MECHANICS</b>	<p><b>Distinguished (9-10)</b></p> <p>Uses complete sentences, organization is clear and appropriate, tone is Professional and respectful, and the posting/final assignment is free of mechanical errors (grammar, spelling, usage) that might impede reader understanding. Follow instructions completely.</p>	<p><b>Proficient (6-8)</b></p> <p>Uses complete sentences, organization is evident, tone is appropriate, and the posting/final assignment includes no more than one Mechanical error (grammar, spelling, usage) per paragraph that might impede reader understanding. Follows most instructions.</p>	<p><b>Basic (4-7)</b></p> <p>Uses mostly complete sentences, organization could be improved to present a more coherent message, tone is inconsistent but generally appropriate, and the posting includes 2-3 mechanical errors (grammar, spelling, usage) per paragraph that impede reader understanding. Follows few instructions.</p>	<p><b>Unsatisfactory (0-3)</b></p> <p>Uses incomplete sentences, organization is unstructured, tone is inappropriate, and the posting/final assignment includes numerous errors in mechanics (grammar, spelling, usage) in each paragraph, which render the posting difficult to read and/or understand. Did not follow most instructions.</p>
<b>CONTENT</b>	<p>Demonstrates a strong understanding of the concepts, topics, and ideas under discussion, as evidenced by thoughtful and thorough responses and questions that show a clear connection with the course material. The posting/final assignment shows depth of analysis, and includes detailed rationales and/or evidence.</p>	<p>Demonstrates an adequate understanding of the concepts, topics, and ideas under discussion, as evidenced by posting clear statements in the forum/in final assignment. Includes a few details in the posting.</p>	<p>Demonstrates a limited understanding of the concepts, topics, and ideas under discussion, as evidenced by posting information that could be derived from prior posts and/or including highly general comments in assignment.</p>	<p>Writes a general or superficial posting/final assignment that is unrelated to the discussion at hand and/or posts no comments/turns in no assignment.</p>

**GENERAL CONSIDERATIONS**

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the

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general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:  
[http://www.csusm.edu/policies/active/documents/Academic\\_Honesty\\_Policy.html](http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html)

### Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

### Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disability Supports Services (DSS). This office is in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### Graduate Writing Requirements

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's students, to be completed before Advancement to Candidacy can be approved. A student may satisfy the graduate writing requirement in one of two ways: an acceptable standardized test score, or a paper that receives a passing score as described in the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the rules of style (for writing and format style) detailed in the *Publication Manual of the American Psychological Association, 6th ed.* (2009). This is a required textbook for all CSUSM School of Education graduate courses.

### Credit Hour Policy Statement

Per the University Credit Hour Policy:

It is expected that for every one hour of contact time, you will complete approximately two to three hours of work outside of class. Please plan accordingly.

### All University Writing Requirement

In keeping with All-University Writing Requirement, this course will have a writing component of at least 800 words. This requirement will be met through the course assessments measures.

### Course Format

This course syllabus includes learning expectations for both the traditional face-to-face instruction and online formats.

### Necessary Technical Competency Required of Students

For online courses you are expected to have minimum technology competencies, including word processing, email familiarity, and Internet access skills.

### Contact Information for Technical Support Assistance

Online course format includes specific technical support services, including CSUSM Help Desk, library support services, and others.