

**CALIFORNIA STATE UNIVERSITY, NORTHRIDGE**  
**Michael D. Eisner College of Education**  
**Department of Educational Leadership and Policy Studies**

**COURSE OUTLINE**

**Legal Aspects of Educational Administration**

**ELPS 663**

**Michael D. Eisner College of Education Conceptual Framework**

The Michael D. Eisner College of Education as a professional school is committed to advancing learning, teaching, and student success. This is accomplished using a developmental approach to promote reflection, critical thinking, and excellence in an inclusive learning community. Its graduates are well-educated, highly skilled, and caring persons who are lifelong learners prepared to practice in an ever-changing, multicultural world. They are committed to promoting achievement of all students as a primary measure of successful educational practice. Graduates assume service and leadership roles in public and private educational, health, and social programs and institutions. The College establishes and maintains productive partnerships throughout campus and with community schools and agencies. The faculty is committed to excellence in teaching, scholarship, service and collaboration with the community and professionals. The values for faculty and students that form the foundation of this Conceptual Framework include the following:

- We value high standards in the acquisition and application of professional knowledge and skills in subject matter, pedagogy, and technology.
- We value the achievement of all students at all levels and advance their success in accordance with national and state standards.
- We value an inclusive learning community.
- We value creative, critical, and reflective thinking and practice.
- We value ethical practice by caring professionals.

**ELPS DISPOSITIONS**

The candidate values and is committed to:

1. **Ethical and professional practice and behavior:** ideal of the common good, caring, respectful of individual and group rights, respect of roles and responsibilities, justice, honesty, integrity, fairness, courage, and good character, ethical decision-making; sensitivity to, and concern for, self and others.
2. **Collaboration** with others, with constituency, with all members of the school community, involving stakeholders in management processes and decision-making; involving staff, families, and communities in the decision-making processes that lead to equitable schools.
3. **Effective communication:** using good verbal (oral, speaking, writing) and non-verbal communication skills, especially being a good listener.
4. **Proactive and visionary leadership:** high standards of learning; continuous school improvement; belief that all students can learn; student learning as the fundamental purpose

of schooling; willing to examine one's own assumptions/beliefs/practices; commitment to the profession; creative, critical, and reflective thinking.

5. **Life-long learning:** professional development for staff and others as an integral part of school and personal improvement; high quality standards, expectations, and performance; education as key to opportunity and social mobility; commitment to pursuing knowledge and skills required of educational leaders.
6. **Responsibility and time management** to meet obligations to self and others; accomplishing personal and professional goals.
7. **Diversity:** being sensitive to individuals, groups, cultures, and all aspects of the school and larger society; recognizing, valuing, and understanding diversity in cultures, ideas, values, lifestyles, learning styles, intelligences; providing leadership that promotes continuing dialog with diverse community groups to develop culturally responsive schools; facilitating implementation of learning opportunities that are effective in closing achievement gaps and providing quality education in diverse school communities.

**California Commission On Teacher Credentialing (CCTC) – Standards Of Quality And Effectiveness: Preliminary Administrative Services Credential Program Standards**

**Category 1: Program Design and Coordination-Standards 1-5**

- Program Standard 1: Program Design and Rationale
- Program Standard 2: Collaboration, Communication, and Coordination
- Program Standard 3: Development of Professional Leadership Perspectives
- Program Standard 4: Equity, Diversity, and Access
- Program Standard 5: Role of Schooling in a Democratic Society

**Category II: Curriculum-Standards 6**

- Program Standard 6: Preparing Candidates to Master the Administrative Performance Expectations (CAPEs)

**Category III: Field Experiences in the Program – Standards 7 and 8**

- Program Standard 7: Nature of Fieldwork Experiences
- Program Standard 8: Guidance, Assistance, and Feedback

**Category IV: Candidate Competence and Performance-Standard 9**

- Program Standard 9: Assessment of Candidate Performance

**CATALOG DESCRIPTION**

Prerequisite: This course is restricted to candidates who have been admitted to the Master of Arts in Educational Administration and/or the CA Preliminary Administrative Services Credential program. General principles of American school law, with particular emphasis upon California statutes. Consideration of the legal bases of federal, state and local administrative levels. Review of the

salient legal provisions of the Education Code respecting administration of schools, the rights of patrons and employees, torts, contracts, certification, tenure, school planning and the rights and obligations of pupils. Analysis and significance of major court decisions having implications for public education.

### **California Administrator Performance Expectations (CAPEs) Are Organized Under The California Professional Standards For Education Leaders (CPSELs)**

The administrative services curriculum has been carefully aligned to cover the complete set of California Administrator Performance Expectations (CAPEs). These performance expectations include a set of six skill categories (CPSELs) that describe the performance expectations for candidate's ready to begin service as a California educational administrator.

CPSEL Standard 1: Development and Implementation of a Shared Vision

CPSEL Standard 2: Instructional Leadership

CPSEL Standard 3: Management and Learning Environment

CPSEL Standard 4: Family and Community Engagement

CPSEL Standard 5: Ethics and Integrity

CPSEL Standard 6: External Context and Policy

### **CPSELs STANDARDS AND CAPEs ELEMENTS – COURSE OUTCOMES FOR ELPS 663**

#### **CPSEL Standard 1: Development and Implementation of a Shared Vision**

**Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.**

##### **CAPEs Elements:**

1A-3 Analyze and apply political, social, economic, and cultural contexts to inform the school's vision and mission.

#### **CPSEL Standard 3: Management and Learning Environment**

**Education leaders manage the organization to cultivate a safe and productive learning and working environment.**

##### **CAPEs Elements:**

3A-4 Use technology to facilitate communication, manage information, enhance collaboration, and support effective management of the school. Handle confidential matters relating to students and staff in a manner consistent with legal practices and ethical principles.

3B-1 Follow legal and ethical procedures for hiring, evaluating, supervising, disciplining, recommending for non-reelection, and dismissing staff.

3B-2 Apply labor relations processes and collective bargaining in CA and their application to contract implementation and management at the local level.

- 3C-3 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.

**CPSEL Standard 5: Ethics and Integrity**

**Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.**

**CAPEs Elements:**

- 5A New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals.
- 5A-4 Maintain a high standard of professionalism, ethics, integrity, justice, and equity and expect the same behavior of others.
- 5B New administrators develop and know how to use professional influence with staff, students, and community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.
- 5C New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community.
- 5C-1 Apply policies and practices that both support student learning and protect the rights and confidentiality of students, families, and staff.

**CPSEL Standard 6: External Context and Policy**

**Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.**

**CAPEs Elements:**

- 6A New administrators are aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger community.
- 6A-1 Recognize that any school is part of a larger district, state, and federal contexts that is influenced by political, social, economic, legal, and cultural factors.
- 6A-2 Understand and analyze governance and policy systems and use this knowledge to explain roles and relationships of school and district administrators, local and state boards of education, and the legislature to staff and the school community.
- 6A-3 Facilitate discussions among staff and the community about aligning mandates and policies with staff and student goals for continuously improving instruction, learning, and wellbeing.
- 6A-4 Operate within legal parameters at all levels of the education system.

**CALIFORNIA ADMINISTRATOR PERFORMANCE ASSESSMENT (CaLAPA)**

Effective 2019-2020, candidates enrolling in the MA/Tier I Preliminary Administrative Services Credential program must successfully pass the CaLAPA to obtain a Certificate of Eligibility. The CaLAPA consists of three parts, which are listed below.

Leadership Cycle 1 – Facilitating Communities of Practice  
Leadership Cycle 2 – Analyzing Data to Inform School Improvement

## Leadership Cycle 3 – Supporting Teacher Growth

### **ELPS DEPARTMENT MISSION STATEMENT**

Our mission is to prepare and inspire educational leaders to maximize student learning and access, link theory to best practice, support collaborative partnerships, and promote culturally responsive leadership in a diverse environment.

### **PLACE OF COURSE IN CURRICULUM**

This course is a requirement for the Master's degree in Educational Administration and the Preliminary Administrative Services Credential.

### **COURSE CONTENT**

Course content will be delivered within the context of the following foci:

- Overview of the American judicial system
- Sources of school law, landmark and significant court cases, Constitutional Amendments
- Religion in the schools, compulsory attendance, and equal access
- Students' rights, freedom of expression, suspension and expulsion, discipline, searches
- Teachers' rights, non-renewal and dismissal, teacher bargaining
- Desegregation, discrimination, gender equity, and bilingual education issues
- Individuals with Disabilities Education Improvement Act, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act
- School finance and school reform
- Preventive law and reducing liability, role and responsibility of the site administrator
- Sexual harassment, confidentiality, child abuse, custody issues

### **METHODS AND PROCEDURES**

- A. Reading, discussion, processing of assigned textbook chapters, current literature & events in the field.
- B. Presentation and discussions of case studies, simulated situations, simulations using video tapes, panels, and/or role playing.
- C. Discussion and analysis of court cases
- D. Lecture and seminar discussion.
- E. Student presentations in oral and written format in individual and group projects.

### **HELPFUL WEBSITES**

[www.csun.edu](http://www.csun.edu) (click on Library, then Databases A-Z, then L, then LexisNexis, then Legal, then either federal/state caselaw or statutes); [www.ed.gov](http://www.ed.gov); [www.cde.ca.gov](http://www.cde.ca.gov); [www.leginfo.ca.gov](http://www.leginfo.ca.gov); [www.findlaw.com](http://www.findlaw.com)

### **COMMUNICATIONS**

CSUN sends all official communications by e-mail, including registration information. Check your CSUN email as soon as you've activated your university account. Using any web browser, go to [www.csun.edu/webmail](http://www.csun.edu/webmail). Enter your CSUN User ID and Password. To forward your CSUN email to

your Yahoo, Hotmail, or other preferred address, go to [www.csun.edu/account](http://www.csun.edu/account), log in and select Mail forwarding. However, do be aware that some transmissions are not successful. To remain informed, it is in your best interest to continue to check your CSUN email account throughout the semester.

### **TEXTBOOKS (Required)**

- A. Required: LaMorte, M. (2012). *Cases and concepts*. (10<sup>th</sup> Ed.). Allyn and Bacon, Inc.
- B. Optional: Townley, A. (2007). *School law: A California perspective*. (3<sup>rd</sup> Ed.). Kendall/Hunt Publishing

### **RECOMMENDED HANDBOOKS, MANUALS, AND JOURNALS**

American Psychological Association. (2010). *Publication manual of the American psychological association*. (6<sup>th</sup> Ed.). Washington D.C.: American Psychological Association.

### **PRESENTATION OF WRITTEN MATERIALS**

The ELPS Department has adopted the American Psychological Association (APA) style of citations, references, and editorial style for use by our students to create uniformity in the written materials submitted over the course of the program. Information about the “APA Style” can be obtained through the Oviatt Library at the following website:

<http://library.csun.edu/Guides/ResearchStrategies/CitationStyleGuides>

Another excellent website for APA guidance is: <http://owl.english.purdue.edu/owl/resource/560/01/>

ELPS Department Writing Standards and ELPS Department Writing Rubric at:

<http://www.csun.edu/education/elps/writing-standards.html>

<http://www.csun.edu/sites/default/files/ELPS-Student-Writing-Rubric.pdf>

The ELPS Department also encourages students to contact the CSUN Writing Center and Lab (818-677-2033), located in the Learning Resources Center in Bayramian Hall 408, for help with academic writing, research papers, and/or note taking techniques.

### **COURSE REQUIREMENTS**

- A. Active class participation in class discussions, case studies, group work, and other activities.
- B. Presentations and written reports
- C. Written examinations – objective and essay

### **DISABILITIES**

If you know you have a disability that could affect your performance in this class, please contact CSUN Students with Disabilities Resources (818-677-2684, Student Services Building 110) for free, confidential help and information. You are welcome to share this information with the professor if you wish to do so.

**NOTE: ACADEMIC HONESTY POLICY**

Cheating and/or plagiarism (submitting another person's material as one's own or doing work for another person that will receive academic credit) are impermissible and are grounds for failing the course. The California Code of Regulations in section 41301, Title 5, lists these as offenses for which a student may be expelled, suspended or given a less severe disciplinary sanction. (See university catalog).

**CELL PHONE USAGE**

Cell phones are to be turned off during instructional time.

**E-MAIL**

CSUN sends all official communications by e-mail including registration information. Check your CSUN e-mail as soon as you have activated your university account. Using any Web browser, go to [www.csun.edu/webmail](http://www.csun.edu/webmail). Enter your CSUN User ID and Password. To forward your CSUN e-mail to your Yahoo, Hotmail, or other preferred address, go to [www.csun.edu/account](http://www.csun.edu/account), log in and select Mail forwarding. However, do be aware that some transmissions are not successful. To remain informed, it is in your best interest to continue to check your CSUN e-mail account throughout the semester.

**Course Schedule**