

New Graduate Course Proposal

Form Procedure

To share the form with others prior to Submitting choose the **Save Progress** option at the bottom.
 Create a PDF of the saved form go to Print and choose Save as PDF copy rather than print.
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Course Title

Course Title: * Educational Leadership and the Law

Proposed Banner Abbreviation: * Eductnal Ldrship and the Law

Banner limit of 30 characters, including punctuation, spaces, and special characters.

Department/Committee Information

The main contact person for the Graduate Curriculum Committee should fill out this form.

Requestor Name: * Lisa Moison/Phil Saisa

Members of the Graduate Curriculum Committee: Dustin Halterman and Karen DeAngelis

Department / Unit Developing: * Education

Department Chair: * Dr. Lyndsey Benharris * lbenharr@fitchburgstate.edu

Academic Dean: Dr. Nancy Murray nmurray5@fitchburgstate.edu

Program Chair Yes No
 * This confirms that the Graduate Program Chair has given approval for the submission of this proposal

Graduate Program * EDLM

The above program would be responsible for scheduling, staffing & assessing this course.

Course Information

Course Description

* Through analyzing case studies and court decisions, lectures, discussions, and candidate-led research presentations; candidates explore and understand the legal foundation, principles, and responsibilities that confront building-level educational leaders in today's school environment. Major topics analyzed include employment and worker's rights, student and family rights, school attendance, and special education. This course helps candidates determine appropriate legal steps to address the various situations educational leaders encounter on a regular basis.

Course Objectives

Demonstrate a fundamental awareness of the legal foundations of education ?
 Be conversant in the key legal issues relevant to building-level school administration ?
 Develop an awareness of the rights and responsibilities of staff, parents, students and ?community members ?
 Determine appropriate legal steps to address the various situations encountered on a regular ?basis by school leaders. ?
 Identify legal principles relevant to school situations ?
 DESE Professional Standards and Indicators for Administrative Leadership
 Standard 1:g Equity and Excellence
 Standard 1:h Accountability
 Standard 2:a Safe, Orderly and Caring Environment
 Standard 2:c Human Resources Management and development
 Standard 2:f Laws, Ethics and Policies
 Standard 2:j Contract Negotiations
 Standard 4:f Ethical Behavior

Rationale and expected outcomes of offering the Course

* Required DESE administrator licensure course.

What are the Learning Outcomes for the Course?

Knowledge: As a result of the learning experiences in the course, you will become more knowledgeable of the following legal topics:

Staffing of Schools ? - Hiring - Supervision and Evaluation - Termination?

Free Speech (Internet) ?

Residency and Attendance Requirements (Students) ?

Student Records ?

Student Discipline (General Education Students) ?

Suspension and Expulsion?

Search of Lockers and Personal Property

Police Involvement?

Schools and the Courts ?

Protecting Students?

Neglect and Abuse of Students (Reporting Requirements)

Discrimination?

Sexual Harassment?

Bullying ?

Student Speech (including the Internet) ?

Instructional Program ? - Curriculum? Testing and Grading Bilingual Education ?

Desegregation? Separate-but-Equal Busing? Racial Classification ?

Special Education?

Free and Appropriate Education

Related Services? ?

Compensatory Education?

Transition Plans ?

Americans with Disabilities Act (ADA) and Section 504 ?

Church and State ? School Prayer ?

Torts ?

Assault and Battery

Negligence ?

Skill: As a result of the learning experiences in the course, you will become better able to:

Utilize your knowledge of legal issues to inform leadership decisions

Recognize when you need to seek outside legal guidance?of students, teachers and all school staff

Be better able to maintain a safe and orderly school environment

Caring: As a result of the learning experiences in this course you will:

Understand the importance of applying the law to create a safe and respectful school environment for all students

Understand the scope and limits of legal issues in the school setting

Develop a variety of strategies to work with police in maintaining a safe and orderly school environment

Understand the necessity of protecting the legal rights of students and staff

Develop a variety of strategies to ensure that students with disabilities receive the necessary services to make progress

Ethical: As a result of the learning experiences in the course, you will become more competent in your ability to:

Create a school environment that is fair, unbiased, and safe for all members of the school

Ensure that the legal rights of students and staff are maintained

Ensure that the educational needs of all students are being met

Ensure that all students receive a free and appropriate education

Ensure that student records are properly maintained and safeguard

Number of Credits: * 3

Discipline Prefix or Prefixes:

* EDLM

Brief rationale if more than one prefix:

[Empty text box for rationale]

Level of Course:

* 7000

8000

9000

Brief rationale for level choice::

* Licensure course

The course will be:

Requirement

Elective

Elective or Requirement Note/Special:

Required for the FSU/ACCEPT partnership program.

Is there a similar undergraduate course?

* Yes

No

Does this course affect offerings in any other department or program?

* Yes

No

Course Enrollment

Expected Average Enrollment:

* 15-20 students

This course is a replacement for:

Course # / Name

EDLM 8052E Topics course

Has the course been offered previously

* Yes

How often / when was it offered as a Topics course?

as a "Topics" course? No Yes No

Is this an Extended Campus Course? Yes No

Which semester will this course be offered for the first time?: How often thereafter to be offered?:

Course Requirements

Prerequisite course(s) if any:

Additional Requirements Laboratory Hours: Fieldwork Hours:
Pre-Practicum Hours: Practicum Hours:

Other Requirements (specify):

Syllabus Upload

New Course Syllabus Upload: EDLM 8052E Educational Leadership and the Law. docx.docx

Signatures

*Click on the **Submit Form** button at the bottom of the page after you have signed the form. You should receive an email confirmation that your signature has been completed.*

...3232353231
Lisa Moison 01/31/2024
Requester Signature Date

...3930373039
Nancy Murray 02/22/2024
Academic Dean Signature Date

...3534333937
Lyndsey Benharris 02/22/2024
Department Chair Approval Date

...3638333638
Becky Copper Hlenz 03/01/2024
SGOCE Dean Signature Date

Graduate Council

The Graduate Council Chair Signature indicates that the Council has discussed this proposal and has decided it should move forward.

Graduate Council Chair Signature Date

Notifications

Approval of the President Date

SGOCE Dean Initials Date

Reviewed by the Registrar: Date

Fitchburg State University
EDUCATOR Programs
Comprehensive Syllabus

Semester: Summer Year: 2024

Course Prefix and Number: EDLM 8052E

Course Title: Educational Leadership and the Law

3 Credit hours

Day(s) and time of classes: July 17 - 19 and July 22 - 26 8:00 a.m. – 12.45 p.m. (f2f)

Number of Class Meetings: 8 Number of Contact Hours: 38

Instructor: Bill Lupini
Telephone: 617-839-5385
E-mail: blupini13@gmail.com or wlupini@fitchburgstate.edu
Office Hours: By appointment

A. COURSE DESCRIPTION: Through analyzing case studies and court decisions, lectures, discussions, and candidate led research presentations; candidates explore and understand the legal foundation, principles and responsibilities that confront building-level educational leaders in today's school environment. Major topics analyzed include employment and worker's rights, student and family rights, school attendance, and special education. This course helps candidates determine appropriate legal steps to address the various situations educational leaders encounter on a regular basis.

If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student's admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.

Students seeking Fitchburg State University course credit, must register with the university by the deadline given to them by their instructor. Instructions on how to register online for university credit will be provided by the course instructor/provider. Students seeking graduate credit must have earned a bachelor's degree prior to registering for graduate credit.

B. TEXTS: Due to the requirements to read selected cases and specific laws there is no designated textbook.

- Massachusetts General Laws (MGL): ^[L]_[SEP] Students are expected to read the assigned section of these laws and come prepared to provide us with a brief overview of the most important points for a practicing school administrator. ^[L]_[SEP]
- Court Cases: ^[L]_[SEP] Students are expected to read the assigned cases, prepare a legal brief

outlining key aspects of the decision, and provide the class with a brief overview of the case, including the key lessons for a practicing school administrator. [L] [SEP]

C. LEARNING OUTCOMES / OBJECTIVES: Through readings, presentations, analyses of cases and discussions, candidates will:

- Demonstrate a fundamental awareness of the legal foundations of education [L] [SEP]
- Be conversant in the key legal issues relevant to building-level school administration [L] [SEP]
- Develop an awareness of the rights and responsibilities of staff, parents, students and [L] [SEP] community members [L] [SEP]
- Determine appropriate legal steps to address the various situations encountered on a regular [L] [SEP] basis by school leaders. [L] [SEP]
- Identify legal principles relevant to school situations [L] [SEP]

DESE Professional Standards and Indicators for Administrative Leadership

Standard 1:g Equity and Excellence

Standard 1:h Accountability

Standard 2:a Safe, Orderly and Caring Environment

Standard 2:c Human Resources Management and development

Standard 2:f Laws, Ethics and Policies

Standard 2:j Contract Negotiations

Standard 4:f Ethical Behavior

This course will address the dispositions of the Conceptual Framework in the following way(s):

Fitchburg State University Teacher Education Conceptual Framework



Knowledge: As a result of the learning experiences in the course, you will become more knowledgeable of the following legal topics:

- Staffing of Schools [L][SEP] - Hiring [L][SEP] - Supervision and Evaluation [L][SEP] - Termination [L][SEP]
- Free Speech (Internet) [L][SEP]
- Residency and Attendance Requirements (Students) [L][SEP]
- Student Records [L][SEP]
- Student Discipline (General Education Students) [L][SEP]
- Suspension and Expulsion [L][SEP]
- Search of Lockers and Personal Property
- Police Involvement [L][SEP]
- Schools and the Courts [L][SEP]
- Protecting Students [L][SEP]
- Neglect and Abuse of Students (Reporting Requirements)
- Discrimination [L][SEP]
- Sexual Harassment [L][SEP]
- Bullying [L][SEP]
- Student Speech (including the Internet) [L][SEP]
- Instructional Program [L][SEP] - Curriculum [L][SEP] Testing and Grading Bilingual Education [L][SEP]
- Desegregation [L][SEP] Separate-but-Equal [L][SEP] Busing [L][SEP] Racial Classification [L][SEP]
- Special Education [L][SEP]
- Free and Appropriate Education
- Related Services [L][SEP] [L][SEP]
- Compensatory Education [L][SEP]
- Transition Plans [L][SEP]
- Americans with Disabilities Act (ADA) and Section 504 [L][SEP]
- Church and State [L][SEP] School Prayer [L][SEP]
- Torts [L][SEP]
- Assault and Battery
- Negligence [L][SEP]

Skill: As a result of the learning experiences in the course, you will become better able to:

Utilize your knowledge of legal issues to inform leadership decisions
 Recognize when you need to seek outside legal guidance^[1] of students, teachers, and all school staff
 Be better able to maintain a safe and orderly school environment

Caring: As a result of the learning experiences in this course you will:

Understand the importance of applying the law to create a safe and respectful school environment for all students
 Understand the scope and limits of legal issues in the school setting
 Develop a variety of strategies to work with police in maintaining a safe and orderly school environment
 Understand the necessity of protecting the legal rights of students and staff
 Develop a variety of strategies to ensure that students with disabilities receive the necessary services to make progress

Ethical: As a result of the learning experiences in the course, you will become more competent in your ability to:

Create an school environment that is fair, unbiased and safe for all members of the school
 Ensure that the legal rights of students and staff are maintained
 Ensure that the educational needs of all students needs are being met
 Ensure that all students receive a free and appropriate education
 Ensure that student records are properly maintained and safe guarded

X	Lecture	X	Data Collection and Analysis
	Laboratory	X	Role Playing/Simulation
X	Problem Finding/Solving	X	Independent Learning
X	Discovery		Field Trips
X	Interviewing		Computer Applications
X	Collaborative Learning Groups	X	Viewing or Listening to Followed by Discussing
X	Reflective Responses		Other
	Creating Visual Illustrations of Concepts		

Technology Initiatives:^[1] Users of the Fitchburg State University technology systems are subject to all applicable federal, state, and international technology laws. Questions regarding regulations may be directed to the Office of Information Technology.

Candidates will utilize technology as:

- a research tool [SEP]
- a communication method (email) [SEP]
- a collection tool for classroom, school, district, and state-wide assessment data [SEP]
- a retrieval tool for classroom, school, district, and state-wide assessment data [SEP]
- an analysis tool for classroom, school, district, and state-wide assessment data. [SEP]

E. COURSE REQUIREMENTS: Attendance and Participation

- As a developing professional, you are expected to attend every class session whether face-to-face or online, to be on time, and to communicate with the instructor regarding any absence. Absences will result in a two-point reduction of the final grade. [SEP]
- Candidates are expected to complete all reading assignments. [SEP]
- Candidates are expected to actively participate in online and face-to-face sessions engaging deeply [SEP] with course material, fellow candidates, and the instructor. [SEP]
- Candidates are responsible for meeting course deadlines for all projects and assignments including [SEP] the posting of on-line assignments. [SEP]

F. FIELD-BASED REQUIREMENTS: This course takes place during the summer and as a result there isn't an opportunity to have a field base requirement. The course is designed to be very interactive requiring candidates to make presentations, engage in discussions, participate in role plays, and case studies which all account for an in-course field based experience.

G. EVALUATION OR GRADING POLICY:

Grades will be based on mastery of the essential content as demonstrated by:

- **5% Class Participation:** Completing assigned readings, evidenced by being an active, informed participant in table discussion, role-plays, large group discussions, etc.
- **85% Assignments:** All assignments must be completed to a degree deemed at least proficient by the instructors. Assignments falling below this standard will be returned with detailed comments for revision. It should be assumed that there will be times when assignments are returned for revision to increase the learning.

Making revisions carefully based on feedback from instructors should require only one additional iteration and will lead to deeper understanding.

- Oral Presentation of Case Summary = 20%
- Written Brief = 20%
- Group Case Presentation = 20%
- Final Paper = 25%

- **Oral Presentation of Case Summary:** Each candidate prepares a brief overview (presented orally) on at least one (1) Massachusetts General Law pertaining to education, as assigned. The candidate is required to research the assigned law and make a 5 – 10 minute presentation to the class. This assignment is worth 20% of the final grade.
- **Written Brief:** Each candidate prepares a written brief and presentation on at least one court case, as assigned. This assignment is worth 20% of the final grade.
- **Group Case Presentation:** Each candidate works with a small group to research and prepare a formal presentation on an assigned case (or group of cases). This presentation is worth 20% of the final grade.
- **Final Paper:** Each candidate develops a paper on a law-related topic (to be approved by the instructor) of at least five (5) double-spaced pages. This assignment is worth 25% of the final grade.

Oral Presentation of Case Summary = 20%

Written Brief = 20%

Group Case Presentation = 20%

Final Paper = 25%

- **10% Attendance:** Attendance at all classes is mandatory. Should an unusual or extenuating circumstance intervene, it is essential that the candidate inform all instructors about the reason for any absence. Additional work may be required to make up for any potential lost learning.

Late assignment policy: You are a professional; therefore, deadlines are expected to be met. No credit will be earned for late work. Understandably, life happens sometimes, and we can certainly work out alternatives in the event of an emergency.

H. RUBRICS

Massachusetts General Law Briefing Rubric

	3	2	1
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Criteria	Excellent	Good	Developing
Audience	The audience is clearly articulated. The content of the briefing is appropriate for the defined audience. The presentation is no more than 10 minutes in length.	The audience being addressed is identified and the content presented is somewhat appropriate for the audience.	The audience is not identified or the content of the briefing is not appropriate for the audience. The presentation is longer than 10 minutes.
Overview of Issues	Issues that practicing administrators need to understand are clearly identified. Questions specific to certain laws (noted in the assignment) are addressed completely.	The issues are not very clearly identified. Questions specific to certain laws (noted in the assignment) are only somewhat addressed.	The issues are not clearly identified. Questions specific to certain laws (noted in the assignment) are not addressed.
Overall Content	Briefing demonstrates synthesis of knowledge and skills related to school law.	Briefing demonstrates basic understanding of knowledge and skills related to school law.	Briefing does not represent understanding of knowledge and skills related to school law.
Clarity of oral presentation	All information clearly described, well enunciated and engaging.	Speakers convey information but delivery lacks engagement of the audience.	Speakers are not clear and the presentation is difficult to follow.

Case Summary Rubric

Criteria	3 Excellent	2 Good	1 Developing
Audience	The audience is clearly articulated. The content of the summary is appropriate for the defined audience. The presentation is no more than 10 minutes in length.	The audience being addressed is identified and the content presented is somewhat appropriate for the audience.	The audience is not identified or the content of the summary is not appropriate for the audience. The presentation is longer than 10 minutes.
Overview of Issues	Facts, Issues/Answers, and Basis/Rationale are clearly identified.	The Facts, Issues/Answers, and Basis/Rationale are not very clear.	The Facts, Issues/Answers, and Basis/Rationale are not clear.

Overall Content	Summary demonstrates synthesis of knowledge and skills related to school law.	Summary demonstrates basic understanding of knowledge and skills related to school law.	Summary does not represent understanding of knowledge and skills related to school law.
Clarity of oral presentation	All information clearly described, well enunciated and engaging.	Speaker conveys information but delivery lacks engagement of the audience.	Speaker is not clear; the presentation is difficult to follow.

Group Case Presentation Rubric

Criteria	3 Excellent	2 Good	1 Developing
Audience	The audience is clearly articulated. The content of the presentation is appropriate for the defined audience. The presentation is no more than 20 minutes in length (30 minutes if multiple assigned cases).	The audience being addressed is identified and the content presented is somewhat appropriate for the audience.	The audience is not identified or the content of the presentation is not appropriate for the audience. The presentation is longer than 20 minutes (30 minutes if multiple assigned cases).
Visual Presentation	Slides (or visual presentation materials) are clear and the font is large enough for the entire classroom to view. Font formats (color, bold, italic) have been carefully planned to enhance readability and content.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Overview of Issues	Issues are clearly identified.	The issues are not very clear.	The issues are not clear.
Relevant Resources	Relevant additional resources and/or cases are incorporated in the presentation to enhance the topic.	Some relevant resources and/or cases are made part of the presentation.	No relevant additional resources and/or cases are incorporated in the presentation.
Overall Content	Presentation demonstrates synthesis of knowledge and skills related to school law.	Presentation demonstrates basic understanding of knowledge and skills related to school law.	Presentation does not represent understanding of knowledge and skills related to school law.

Clarity of oral presentation	All information clearly described, well enunciated and engaging.	Speakers convey information but delivery lacks engagement of the audience.	Speakers are not clear and the presentation is difficult to follow.
Group Participation	The presentation is designed to solicit participation from cohort members, with opportunities for activities that directly enhance the topic.	The presentation includes only minimal opportunity for cohort participation and/or the opportunities only somewhat enhance the topic.	The presentation does not include opportunity for cohort participation and/or the opportunities do not enhance the topic.

Final Paper Rubric

Criteria	3 Excellent	2 Good	1 Developing
Content	<p>Paper presents a thorough explanation of the legal issue(s) with specific detail relevant to the practice of school administrators.</p> <p>The paper is at least five (5) double-spaced pages in length.</p> <p>The paper includes at least three (3) case citations, at least two (2) of which are not cases discussed in the course.</p>	<p>The content of the paper is somewhat appropriate for the audience and provides some detail relevant to the practice of school administrators.</p>	<p>The content of the paper is not appropriate for the audience and does not provide adequate detail.</p> <p>The paper is not at least five (5) double-spaced pages in length.</p> <p>The paper does not include at least three (3) case citations and/or includes more than two (2) cases discussed in the course.</p>
Recommendations	<p>The paper details a set of sound, feasible recommendations for practicing administrators to utilize relevant to the chosen topic.</p>	<p>The paper details recommendations that are not necessarily sound or feasible for use by practicing administrators.</p>	<p>The paper does not include recommendations for practicing administrators relevant to the chosen topic.</p>
Overview of Issues	<p>Issues are clearly identified.</p>	<p>The issues are not very clear.</p>	<p>The issues are not clear.</p>
Relevant Resources	<p>Relevant additional resources and/or cases are incorporated in the paper to enhance the topic.</p>	<p>Some relevant resources and/or cases are made part of the paper.</p>	<p>No relevant additional resources and/or cases are incorporated in the paper.</p>

Overall Content	The paper demonstrates synthesis of knowledge and skills related to school law.	The paper demonstrates basic understanding of knowledge and skills related to school law.	The paper does not represent understanding of knowledge and skills related to school law.
Writing	The paper is perfect in terms of organization, formatting, paragraph and sentence structure, grammar, and spelling.	The paper contains minor errors in terms of organization, formatting, paragraph and sentence structure, grammar, and spelling.	The paper has significant problems in terms of organization, formatting, paragraph and sentence structure, grammar, and spelling.

FITCHBURG STATE UNIVERSITY GRADUATE GRADING SYSTEM

4.0	95-100	A ^[L] _[SEP]
3.7	92-94	A-
^[L] _[SEP] 3.5	89-91	A-/B+
3.3	86-88	B+
3.0	83-85	B ^[L] _[SEP]
2.7	80-82	B- ^[L] _[SEP]
2.5	77-79	B-/C+
2.3	74-76	C+
2.0	71-73	C ^[L] _[SEP]

0.0 0-70 F^[L]_[SEP]

W Withdrawn^[L]_[SEP]

IN Incomplete^[L]_[SEP]

IP In-Progress

COURSE CONTENT/TOPICAL OUTLINE

Day	Focus Area	Assignment
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1	<ul style="list-style-type: none"> • The Legal System • Briefing a Case 	<ul style="list-style-type: none"> • <i>American Public School Law</i> (pgs. 1-26) • Basic Legal Framework (Handout) • Briefing a Case (Handout)
2	<ul style="list-style-type: none"> • Massachusetts General Laws and Regulations – Education (Selected) 	<ul style="list-style-type: none"> • Massachusetts General Laws (Handout) • Massachusetts General Law Rubric
3	<ul style="list-style-type: none"> • Staffing of Schools (Hiring, Supervision and Evaluation) • Staffing of Schools (Discipline, Termination and Free Speech) 	<ul style="list-style-type: none"> • Case Assignments (Handout) • Case Presentations (Handout) • Case Summary Rubric • Group Case Presentation Rubric
4	<ul style="list-style-type: none"> • Student Residency and Attendance Issues • Student Records 	<ul style="list-style-type: none"> • Case Assignments (Handout) • Case Presentations (Handout) • Case Summary Rubric • Group Case Presentation Rubric
5	<ul style="list-style-type: none"> • Student Discipline (Suspension and Expulsion, Search of Lockers and Personal Property, Police Involvement, Schools and the Courts) • Protecting Students (Neglect and Abuse, Discrimination, Harassment and Bullying) 	<ul style="list-style-type: none"> • Case Assignments (Handout) • Case Presentations (Handout) • Case Summary Rubric • Group Case Presentation Rubric
6	<ul style="list-style-type: none"> • Instructional Program • Torts 	<ul style="list-style-type: none"> • Case Assignments (Handout) • Case Presentations (Handout) • Case Summary Rubric • Group Case Presentation Rubric
7	<ul style="list-style-type: none"> • Desegregation and Equity • Church and State 	<ul style="list-style-type: none"> • Case Assignments (Handout) • Case Presentations (Handout) • Case Summary Rubric • Group Case Presentation Rubric
8	<ul style="list-style-type: none"> • Special Education (Free and Appropriate Education, Related Services, Discipline and Compensatory Services) • Americans with Disabilities Act (ADA) and Section 504 	<ul style="list-style-type: none"> • Case Assignments (Handout) • Case Presentations (Handout) • Case Summary Rubric • Group Case Presentation Rubric • Final Paper Rubric

Fitchburg State University encourages all Extended Campus students to take advantage of our online student services. We have created a “virtual student center” just for you. Here you will find access to Counseling Services, Career Services, The Student Activity Center, the university bookstore and many other helpful links. You can access our student

center by going to the university homepage at <http://www.fitchburgstate.edu> and clicking on Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

FITCHBURG STATE UNIVERSITY^[1]_{SEP} DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY SERVICES

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard's Collaborate tools, Skype and in-person; library instruction via online and in-person at extended campus sites; research help and more. Any questions relating to library services should be directed to the E-Learning & Instruction Librarian, at 978- 665-3062 or dllibrary@fitchburgstate.edu. There is also a special section for Distance Learning and Extended Campus Services at <http://fitchburgstate.libguides.com/dlservices> outlining the wide range of services available to you and how to access them. Activate your library account online through our ILLiad system at <https://fitchburgstate.illiad.oclc.org/illiad>; from here you can access article, book, and media. request forms to get items from our library and from other libraries. If you haven't used ILLiad before, you will need to click on the "First Time User? Create Your Account" link and set up your account.

Students who are currently registered with the university may access any of the library's subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library's homepage at <http://www.fitchburgstate.edu/academics/library> and clicking on the Research Databases button in the center of the page. Select the resource you want to access from the alphabetical or subject listing. Once you click on the database title you will be prompted for your Falcon Key logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems logging in, contact the university's Technology Help Desk at 978-665-4500 or helpdesk@fitchburgstate.edu. The Library can issue you a temporary guest login to access the library's databases while the Technology Department is setting up your account: contact us at 978-665-3062 or dllibrary@fitchburgstate.edu

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID which also serves as his/her library card. If you have not received your OneCard yet, you can still access all of our online services as long as you have activated your library account through ILLiad. After activation by the Gallucci-Cirio Library and receipt of your OneCard, students may access participating Massachusetts State College/University Libraries and you may request an ARC Card to

access participating libraries in the Academic and Research Collaborative (ARC) during the current semester. OneCards are available on campus all year round. Students wanting a OneCard must either complete the online Extended Campus OneCard request form^[1]_{SEP} at

<http://www.fitchburgstate.edu/offices/technology/onecard/> or present a course registration confirmation at the One Card Office in the Anthony Building of the main campus. Please call 978-665-3039 for available times or if you have any questions about your One Card.

UNIVERSITY AND EDUCATION UNIT POLICIES Policy on Disability

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978-665-4020 (voice/relay). If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

Attendance and Participation

1. As an emerging professional, you are expected to attend every class session, to be on time, and to communicate with the instructor regarding any absences. Absences and tardiness may result in a permanent grade change. Attendance at all pre-practicum sessions is mandatory. ^{[[L]]}_{[[SEP]]}
2. Participation in class discussions and cooperative groups is expected. All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Completion of assigned reading is imperative to your individual development as a professional. ^{[[L]]}_{[[SEP]]}
3. All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade. ^{[[L]]}_{[[SEP]]}

Education Unit Computer Literacy Requirement

All assignments must be typed, doubled-spaced, and use APA format when appropriate. Refer to Internet Resources for Writing on the Fitchburg State University website for assistance.

You are expected to use word processing for all assignments (unless otherwise instructed). [If your course has other requirements list those also, e.g., ‘You are expected to use email for dialogues with other class members, to examine the use of software in the field, and to use the Internet to obtain information, ideas and resources.’]

Cellular Telephones and Other Devices

Kindly turn-off cellular telephones during class time and field experiences and place them in book bags or purses. Please no texting in class. It reflects negatively upon you as a developing professional. Once class begins and if use of the laptop is not required, all laptops should be closed during class time so that your full attention can be focused on your colleagues and the discussion or lecture in progress. If you prefer to take class notes on your laptop, please inform the instructor. You are on your honor to be focused on note taking and not on email, Facebook or other technological enterprise not germane to the class in progress. Thank you in advance for your consideration of colleagues and students.

Grade Appeal

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in your Student Handbook located:

at http://www.fitchburgstate.edu/uploads/files/EducationUnit_NCATE/Standard2/narrative/Student_Handbook_Web_1213.pdf

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I. READING AND RESOURCES

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