

AUGUSTA STATE UNIVERSITY
College of Education
Department of Educational Leadership, Counseling and Special Education

EDLR 6430: School Law

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COURSE DESCRIPTION

This course examines the legal and fiduciary roles and responsibilities of the school administrator in a performance-based school leadership context. Candidates will examine and demonstrate an understanding of significant aspects of federal, state, and local laws, necessary to create a supportive learning environment focused on success for all learners. Ethics and legal issues in conduct, disposition, communication and relationship-building are integral parts of the course. School and/or District-level performance-based field/lab exercises are required.

NOTE: The content of this course is intended only for educational purpose and does not, in any way, constitute legal advice. Leadership candidates are urged to seek legal advice from qualified attorney if and when needed.

REQUIRED TEXTS

Alexander, K. & Alexander, M. D.. *American Public School law*
Belmont, CA: Wadsworth: Cengage Learning.

Technology

All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

COURSE OBJECTIVES

Upon completion of this, and within a multicultural framework, the students will, develop an understanding and ability to apply knowledge, skills, and professional dispositions necessary to:

1. Identify and explain the legal framework and structure governing public education.
2. Understand and explain the implications of broad constitutional issues relating to education.
3. Understand and explaining the applications of federal statutes, laws, and regulations (FERPA, IDEA, NCLB, ADA, Patriot Act, etc.) relevant to effective administration of public schools.
4. Understand and explain the applications of the laws, rules, regulations, and policies, of

- appropriate state education agencies.
5. Demonstrate an understanding of significant legal issues affecting students and student rights.
 6. Demonstrate an understanding of significant legal issues affecting employees and employee's rights.
 7. Demonstrate an understanding of significant legal issues affecting school finance and fund management.
 8. Demonstrate an understanding of significant legal issues affecting school facilities management.
 9. Understand and demonstrate application of the state *Code of Ethics for Educator* including those for the State of Georgia. Visit <http://www.gapsc.com/rules/current/ethics/505-6-.01.pdf>
 10. Apply relevant legal principles to cases emanating from site-based experiences using a performance-based approach.
 11. Understand the application of school law to influence larger education agenda and policies to promote success for all students

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK:

Understanding for teaching, teaching for understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

Prepared Dimensions (PD):

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desired to be a lifelong learner.

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

P6: Demonstrate knowledge of how to implement effective verbal and non-verbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Able Dimensions (AD):

A2: Create learning environment that encourages positive social interaction, active engagement

in learning, and curriculum goals.

A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

A5: Ability to teach and work in authentic settings with diverse populations of learners.

Responsive Dimensions (RD):

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners.

R3: Understanding of how students differ in their approaches to learning and demonstrate meeting their educational needs in fair, caring, non-discriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally.

R5: Fostering relationships with schools colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

PROGRAM-SPECIFIC STANDARDS ADDRESSED IN THIS COURSE:

The course addresses the following standards:

GA PSC/ISLLC Leadership Standard(s)

S3: An educational leader implements a continuous organizational improvement and approach to developing and managing organization, operations, and resources as prescribed in GA law, rules, and regulations and in a way that contains costs and maximizes benefits for students, parents, and taxpayers.

S5: An educational leader acts with integrity, fairness, and in a legal and ethical manner based on knowledge and understanding of Georgia and Federal laws, regulations, and judicial decisions affecting education.

S6: An educational leader demonstrates an understanding of, responding to, and influencing the larger political society, legal and cultural context.

Technology Competencies

1. Demonstrate ability to operate a computer system in order to successfully utilize software.
2. Demonstrate knowledge of uses of computers for problem solving, data collection, information management, communications, presentations, and decision-making.
3. Demonstrate skill in using productivity tools for professional and personal use, including word processing, database, spreadsheet, and print/graphic utilities.

METHOD OF INSTRUCTION

The method of instruction shall be a mix of approaches including assigned field-based experiences, enriching discussion sessions, seminars, presentations, and direct lecture focused on the following:

- School governance within the United State’s judicial framework and structures.
- Federal laws and schools.
- Sate legal framework and schools.
- Students and the law.
- School employees and the law.
- School facilities and the law.
- School finance and the law.
- Application of school law to authentic experiences in education.
- The school administrator as a legal and ethical exemplar.

COURSE SCHEDULE

Period	Topic	Reference	Assignments
Class 1	Introduction Federal legal framework and education	Chapter 1 (text) Other references.	In-class assignment #1. Due during class. Performance Assignment #1 (Due 3 rd class period).
Class 2	Sate legal framework and education Students and the law - Part I Code of Ethics for educators Part I	Chapters 2, 3, & 5 (text). Other references.	In-class assignment #2. Due during class.
Class 3	Students and the law - Part II. Code of Ethics for Educators Part II	Chapters 4, 11, & 12 (text). Other references.	Submit completed Performance Assignment #1. In-class assignment #3 Professor will assign Case studies at the end of chapters 3, 5, 11 to groups of students. Due during class period. Performance Assignment #2 (Due 5 th class period).
Class 4	School employee and the law: Part I Code of Thics for Educators Part III	Chapters. 6, 7, and 8 (text) Other references.	In-class Assignment #4 Due during class period.
Class 5	School employees and the law: Part II School Finance & Facilities and the Law 2. The School Administrator as a	Other references.	Submit completed Performance Assignment #2. In-class assignment #5 Due during class period

	Legal-Ethical Exemplar		Performance Assignment #3 (Due 7 th class period)
Class 6		Chapters 9, 10, (text).	In-class Assignment #6 Due during class period.
Class 7	School finance/facilities and the law: Part II. School law and broader educational agenda.	Chapter 13 (text).	Submit completed performance assignment #3
Class 8	Moral, ethics, and the law. Presentations.		

Specific Performance-based Assignments

Main Assignment #1 (60 points)

- Schools are entities that exist within the legal network of federal, state, and local legal systems.
- Create a model that depicts the how your school is positioned within the interwoven framework of federal, state, and local legal systems.
- Examine the ***Code of Ethics for Educators*** (extra-judiciary) in your respective state. Blend the Code of Ethics with your model.
- Write a descriptive narrative to explain the rationale and explanation of your model looking at all facets of the legal system (Legislature, Executive, Judiciary, and Extra-judiciary) .
- Cite appropriate references and authorities to support you model.
- Make sure you:
 - Explain the role and significance of the ***Code of Ethics for Educators*** within the legal framework
 - Reference relevant constitutional provisions, statutes, rules, regulations, the ***Code of Ethics***, etc to enrich your narrative.
- Bring your write-up to class for presentation and discussion session.
- Post completed assignment on Livetext.

Main Assignment #2 (60 points)

- Examine and outline the legal issues relating to the education of students with disabilities.
- Participate in two IEP meetings with the educators who deal with students with disabilities in your school.
- Make two observational visits (20 minutes each) to:
 - An inclusion classroom containing students with disabilities mainstreamed into a general education class.
 - A self-contained classroom containing only students with disabilities.
- From all of the above identify and explain the eye-opening legal issues relating to the education of students with disabilities in your school.
- Write a report using APA format.
- Post completed assignment on Livetext.

Field Experience - Main Assignment #3 (60 points)

- Choose a department or grade-level of interest to you in your school.

- Observe the teachers in the chosen department or grade-level over a one-week period. The observation should focus on ethical, policy, and/or legal issues relating to teaching and learning (instructional planning, instructional delivery, classroom environment, safety of students, handling discipline issues, interaction with students, interaction with peers, etc.).
- Keep a written journal of your observations.
- From the observations note any significant ethical, policy, regulatory, and/or legal issues that need to be addressed.
- Develop at least four close-end questions and four open-end questions you will use during a conference session with teacher(s) to address the issue(s). Include details of the listening skills you will utilize. Discuss and review the questions and the listening skills you will utilize with your Professor before implementation.
- Conduct a discussion session with the teacher(s) focused on determining their thoughts and feedback on the issues, based on the questions developed. The discussion session should be held in the presence of a school-level administrator who will use the two attached administrator rubrics to rate you during the session. Journal the proceedings of the session for later reflective discussion with the school administrator who observed you.
- Hold a post-discussion reflective session with the school administrator who observed you to examine how you performed on the criteria stated in the rubrics. Note any lessons you learned from the process.
- Using the knowledge you have gained during the sessions and in class, put together a Professional Development presentation to tutor coachees on the issues identified. Cite and reference relevant constitutional, statutory, case law, policy, rules, and/or regulatory texts relating to the issues. Prepare a class presentation.

Administrator Rating Rubric - Communications

Dimension Assessed (Criteria)	Unsatisfactory (0-69) (1 pt.)	In Progress (70-79) (2 pts).	Proficient (80-89) (3 pts)	Exemplary (90-100) (4 pts)
Candidate utilizes effective questioning, clarifying, and phrasing skills in verbal communication.	The artifacts and evidence provided by the candidate DO NOT demonstrate the knowledge, skills, and dispositions required in only one or none of the three skills of effective questioning, effective clarifying, and positive phrasing.	The artifacts and evidence provided by the candidate demonstrate a DEVELOPING knowledge, skills, and dispositions required by this dimension, including competence in at least two of the three skills of effective questioning, effective clarifying, and positive phrasing. .	The evidence and artifacts presented by the candidate demonstrate the knowledge, skills, and dispositions that MEET the expectations required by this dimension, including effective questioning, effective clarifying, and positive phrasing. Evidence and artifacts are complete.	The evidence and artifacts presented by the candidate demonstrate the knowledge, skills, and dispositions that EXCEED the expectations required by this dimension, including effective questioning, effective clarifying, and positive phrasing. Evidence and artifacts are complete and presented in a professional manner.
Candidate utilizes effective clear statements and proper grammar usage in written	The artifacts and evidence provided by the candidate DO NOT demonstrate the knowledge, skills,	The artifacts and evidence provided by the candidate demonstrate a DEVELOPING	The evidence and artifacts presented by the candidate demonstrate the knowledge, skills, and	The evidence and artifacts presented by the candidate demonstrate the knowledge, skills, and dispositions that

communication.	and dispositions required in only one or none of the three skills of audience, legal, and grammar implications of written communication.	knowledge, skills, and dispositions required by this dimension, to include understandings of at least two of the three skills of audience, legal, and grammar implications of written communication.	dispositions that MEET the expectations required by this dimension to include understandings of audience, legal, and grammar implications of written communication. Evidence and artifacts are complete.	EXCEED the expectations required by this dimension to include understandings of audience, legal, and grammar implications of written communication. Evidence and artifacts are complete and presented in a professional manner.
Candidate utilizes effective listening skills and body language to recognize non-verbal implications in communication.	The artifacts and evidence provided by the candidate DO NOT demonstrate the knowledge, skills, and dispositions required in only one or none of the three skills of active listening, understanding of body language, and other non-verbal clues in communication.	The artifacts and evidence provided by the candidate demonstrate a DEVELOPING knowledge, skills, and dispositions required by this dimension to include at least two of the three skills of active listening, understanding of body language, and other non-verbal clues in communication.	The evidence and artifacts presented by the candidate demonstrate the knowledge, skills, and dispositions that MEET the expectations required by this dimension, to include active listening skills, understanding of body language, and other non-verbal clues in communication. Evidence and artifacts are complete.	The evidence and artifacts presented by the candidate demonstrate the knowledge, skills, and dispositions that EXCEED the expectations required by this dimension to include active listening skills, understanding of body language and other non-verbal clues in communication. Evidence and artifacts are complete and presented in a professional manner

Administrator Rating Rubric – Ethical Considerations

Dimension Assessed	Unsatisfactory (0-69) (1 pt.)	In Progress (70-79) (2 pts).	Proficient (80-89) (3 pts)	Exemplary (90-100) (4 pts)
Candidate demonstrates knowledge of the importance and maintenance of confidentiality in relationship building.	The artifacts and evidence provided by the candidate DO NOT demonstrate any of the knowledge, skills, and dispositions of maintaining confidentiality and trust in relationship building.	The artifacts and evidence provided by the candidate demonstrate a DEVELOPING knowledge, skills, and dispositions required by this dimension including at least one out of the two skills of maintaining confidentiality and trust in relationship building.	The evidence and artifacts presented by the candidate demonstrate the knowledge, skills, and dispositions that MEET the expectations required by this dimension including maintaining confidentiality and trust in relationship building. Evidence and artifacts are complete.	The evidence and artifacts presented by the candidate demonstrate the knowledge, skills, and dispositions that EXCEED the expectations required by this dimension including maintaining confidentiality and trust in relationship building. Evidence and artifacts are complete and presented in a professional manner.
Candidate demonstrates respect for individuality and diversity in effective listening and reflective practices.	The artifacts and evidence provided by the candidate DO NOT demonstrate any of the knowledge, skills, and	The artifacts and evidence provided by the candidate demonstrate a DEVELOPING knowledge, skills, and dispositions	The evidence and artifacts presented by the candidate demonstrate the knowledge, skills, and dispositions that MEET the expectations	The evidence and artifacts presented by the candidate demonstrate the knowledge, skills, and dispositions that EXCEED the expectations required by

	dispositions of respect for individual, diversity, and effective listening and reflective practices.	required by this dimension including at least three of the four skills of respect for individual, diversity, and effective listening and reflective practices.	required by this dimension, including respect for individual, diversity, and effective listening and reflective practices. Evidence and artifacts are complete.	this dimension including respect for individual, diversity, and effective listening and reflective practices. Evidence and artifacts are complete and presented in a professional manner.
Candidate demonstrates professional ethics at all times by addressing issues that may interfere with performance, professional relationships, and an ethical environment.	The artifacts and evidence provided by the candidate demonstrate only one or NONE of the four skills of maintaining professional, ethical, collaborative, and supportive environment	The artifacts and evidence provided by the candidate demonstrate a DEVELOPING knowledge, skills, and dispositions required by this dimension, including at least three of the four skills of maintaining professional, ethical, collaborative, and supportive environment.	The evidence and artifacts presented by the candidate demonstrate the knowledge, skills, and dispositions that MEET the expectations required by this dimension, including maintenance of professional, ethical, collaborative, and supportive environment. Evidence and artifacts are complete.	The evidence and artifacts presented by the candidate demonstrate the knowledge, skills, and dispositions that EXCEED the expectations required by this dimension, including maintenance of professional, ethical, collaborative, and supportive environment. Evidence and artifacts are complete and presented in a professional manner

**GA PSC Leadership Standard 5
Performance-Based Assessment Rubric**

CRITERIA	UNSATISFACTORY (1)	IN PROGRESS (02)	PROFICIENT (3)	EXEMPLARY (4)
Candidate demonstrates the knowledge to act with integrity by demonstrating behaviors that affirm and communicate the importance of integrity and ethics in all interpersonal contact	The artifacts and/or supporting explanations DO NOT provide evidence the candidate has the knowledge to act with integrity by demonstrating behaviors that affirm and communicate the importance of integrity and ethics in all interpersonal contact in a manner which supports teaching and learning. Evidence and/or artifacts are missing.	The artifacts and/or supporting explanations provide evidence of a DEVELOPING level of candidate understanding of the knowledge needed to act with integrity by demonstrating behaviors that affirm and communicate the importance of integrity and ethics in all interpersonal contact in support of teaching and learning. Evidence and artifacts are not presented in a	The evidence and artifacts presented by the candidate demonstrate an understanding of the knowledge to act with integrity by demonstrating behaviors that affirm and communicate the importance of integrity and ethics in all interpersonal contact and MEET the requirement in support of teaching and learning. The evidence and artifacts are presented in a	The evidence and artifacts and supporting explanations provided by the candidate EXCEED expectations and demonstrate a clear understanding of the knowledge to act with integrity by demonstrating behaviors that affirm and communicate the importance of integrity and ethics in all interpersonal contact to support teaching and

		professional manner.	professional manner	learning.
Candidate demonstrates the knowledge to act fairly by modeling impartiality, sensitivity to student diversity, community norms and values, and ethical considerations in interactions with others	The evidence and artifacts provided by the candidate DO NOT demonstrate the candidate has the knowledge to act fairly by modeling impartiality, sensitivity to student diversity, community norms and values, and ethical considerations in interactions with others. Evidence and/or artifacts are missing.	The artifacts and evidence presented by the candidate demonstrate a DEVELOPING understanding by the candidate of how to act fairly by modeling impartiality, sensitivity to student diversity, community norms and values, and ethical considerations in interactions with others. Artifacts and evidence are not always presented in a professional manner.	The evidence and artifacts presented by the candidate demonstrates the knowledge required to act fairly by modeling impartiality, sensitivity to student diversity, community norms and values, and ethical considerations in interactions with others and MEET the level of knowledge required. The artifacts and evidence and artifacts are presented in a professional manner.	The artifacts, evidence, and supporting explanations presented by the candidate demonstrate a clear understanding of the knowledge necessary to act fairly by modeling impartiality, sensitivity to student diversity, community norms and values, and ethical considerations in interactions with others in support of teaching and learning and EXCEED expectations. The evidence and artifacts are presented in a professional manner.
Candidate demonstrates the knowledge to act ethically by abiding by Georgia law, Federal law, the Georgia Code of Ethics for Educators and the rules and regulations of the Georgia Department of Education and Professional Standards Commission	The artifacts and/or supporting explanations DO NOT provide evidence the candidate has knowledge to act ethically by abiding by Georgia law, Federal law, the Georgia Code of Ethics for Educators and the rules and regulations of the Georgia Department of Education and Professional Standards Commission. Evidence and/or artifacts are missing.	The artifacts and/or supporting explanations provide evidence of a DEVELOPING level of candidate understanding of the knowledge to act ethically by abiding by Georgia law, Federal law, the Georgia Code of Ethics for Educators and the rules and regulations of the Georgia Department of Education and Professional Standards Commission to	The evidence and artifacts presented by the candidate demonstrate an understanding of the knowledge to act ethically by abiding by Georgia law, Federal law, the Georgia Code of Ethics for Educators and the rules and regulations of the Georgia Department of Education and Professional Standards Commission and MEET the requirement in support of	The evidence and artifacts and supporting explanations provided by the candidate EXCEED expectations and demonstrate a clear understanding of the knowledge to Candidate demonstrates the knowledge to act ethically by abiding by Georgia law, Federal law, the Georgia Code of Ethics for Educators and the rules and regulations of the

		support teaching, learning and organizational effectiveness. Evidence and artifacts may not be presented in a professional manner.	teaching and learning. The evidence and artifacts are presented in a professional manner	Georgia Department of Education and Professional Standards Commission. The evidence and artifacts are presented in a professional manner.
Candidate demonstrates the knowledge to act legally by applying Federal and Georgia statutes and regulations as required	The evidence, artifacts and supporting explanations DO NOT demonstrate that the candidate has knowledge to act legally by applying Federal and Georgia statutes and regulations as required. Evidence and artifacts are missing.	The evidence, artifacts and supporting explanations demonstrate a DEVELOPING level of candidate understanding of the knowledge needed to act legally by applying Federal and Georgia statutes and regulations as required. Evidence and artifacts may not be presented in a professional manner.	The evidence and artifacts presented by the candidate demonstrate an understanding of the knowledge to act legally by applying Federal and Georgia statutes and regulations as required and MEETS the requirement in support of teaching and learning. The evidence and artifacts are presented in a professional manner	The evidence and artifacts and supporting explanations provided by the candidate EXCEED expectations and demonstrate a clear understanding of the knowledge needed to act legally by applying Federal and Georgia statutes and regulations as required in support of teaching and learning. Evidence and artifacts are presented in a professional manner.

Grading:

I. Assignments will be graded based on the parameters outlined in the rubric included in the assignment handout.

II. Assignment points:

6 In-class Assignments @ 15 pts each	= 90 pts.
Performance Assignments # 1 and 2 @ 50 points each	= 100 pts.
Keys Assessment (Performance Assignment #3)	= 80 pts
Class Participation	<u>= 30 pts.</u>
TOTAL	= 300 pts

Grade:

> 270 points = 90%>	A
240-269 points = 80% – 89.99%	B
239 -210 points = 70% – 79.99%	C

209-180 points = 60% – 69.99% D
<180 points = 59.99 %< F

Assessment Procedure

Paper presentations will count toward 10% of each paper’s overall grade. The instructor encourages PowerPoint presentations. There is no page minimum for each paper expect otherwise directed by the instructor; each topic chosen must be answered completely. However, pre-determined limits will be imposed on the presentation time. The grade for each paper will be determined by how thorough each topic is covered. A minimum of four references are required for each paper with one reference always being the text, two professional journal references (hard copy or online versions), and one other source. Apart from the text, none of other references should be older than January, 2000. Each paper is to be original and typed on white bond paper, using 12 fronts, double spaced, and **APA style**.

Assignments will not be accepted beyond the due date and will not be graded (i.e., the grade will be zero). If you cannot attend class, it is your responsibility to turn in any assignment due before class begins on the due date. Example: Class begins at 4:30 p.m. on the 30th, and you cannot attend; you must have the assignment in my possession by 4:29:59 p.m. on the 30th to receive a grade other than zero.

NOTE

Modifications may be made to the scope, depth and sequence of the details as contained in this syllabus based on progresses in the class.

OTHER INPORTANT INFORMATION

APA Style

All written work for the College of Education follows the American Psychological Association (APA) style manual, sixth edition (2009). Your cover page, running head, in-text citations, reference list, grammar and mechanics must reflect this style manual. General assistance with APA style is available through the Augusta State University Writing Center and online at <http://owl.english.purdue.edu/owl/resource/560/01/>

Clinical Lab Sessions

Three different clinical lab sessions will be conducted during the 5-week session. These are voluntary, and you may ‘come and go’ at any time during that time. The purpose of the lab sessions is to allow individuals or project group members to review/clarify any course assignments, seek feedback on project plans, seek help with drafts of issues paper, appropriate graduate writing skills, etc. There will be no penalty for non-attendance at these sessions.

Attendance

Augusta State University requires class attendance. Roll is taken at each class. You are responsible for signing-in and indicating your arrival time. If you leave class early, you are to sign-out and note the time as well. In our case, since we meet just eight times, a candidate can not miss time that equals more than TWO classes. On the third absence, the candidate will receive a grade of “F” for the course. There are no excused absences in this course.

Academic Honesty

Candidates are expected to read and strictly adhere to the entire Academic Honesty policy found on page 39–40 of the *2008–09 Augusta State University Catalog*. In part, the policy reads:

“Academic honesty requires the presentation for evaluation and credit of one’s own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student’s own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person’s actual works, whenever one appropriates another person’s ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.”

JagMail Account

Students are encouraged to check their Jag Mail account daily. Students are responsible for any assignments or deadlines sent to them via Jag Mail. If you have trouble accessing your Jag Mail account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus Internet cafes for students who do not have access from a home computer.

Candidates with Disabilities

Candidates with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the second week of class to discuss academic accommodations. If the candidate does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

Please let me know promptly about problems or concerns with assignments or requirements of the course.

Cell Phone and Pager Policy

Candidates are asked to mute or turn off cell phones and/or pagers during class time. Violations will be addressed on an individual basis.

Department of Educational Leadership, Counseling, and Special Education Website

Candidates are invited to visit the departmental website at: <http://www.aug.edu/clinical>. A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

BIBLIOGRAPHY

- LaMorte, M. W. (1999). *School Law: Cases and concepts (6th Ed.)*. Boston: Allyn and Bacon.
- Paterson, F. R. A. and Beckman, J. C. (2008). *The Georgia school administrator's legal guide*. Bulverde, TX: OMNI Publishers, Inc.
- Turner D. G. and Turner R. (1990). *South Carolina educators and the law (2nd Ed.)*. Columbia, SC: Triangle Distribution Company.