I. TITLE: School Law and Finance for Teachers

II. COURSE DESCRIPTION: A study of the laws and finance pertaining to the teachers as they work with students, administrators, colleagues and community interest groups. (Same as EDU 627)

III. PURPOSE: This course is designed for all educators to: (1) explore school law as related to the work of the teacher with students, parents and colleagues; and (2) explore school finance as related to the work of teachers through school improvement processes and school-based governance.

IV. COURSE OBJECTIVES:
This course prepares all educators, and therefore is aligned to the Kentucky Teacher Standards (KTS), the Interstate School Leader Licensure Standards (ISLLC) and the Technology Standards for School Administrators (TSSA):

A. An understanding of the rights of students, teachers and parents as related to the educational process. (KTS 10; ISLLC Standards V, VI; TSSA VI)

B. An understanding of tort liability for teachers. (ISLLC Standards V, VI; TSSA VI)

C. An understanding of the structure and function of the legal system as related to education. (KTS 10; ISLLC Standards VI; TSSA III)

D. Describe emerging trends in legal actions related to education. (KTS 10; ISLLC Standards VI; TSSA III)

E. Describe the school-based resource allocation process. (KTS 10; ISLLC Standards I, II, III, V and VI; TSSA V, VI.)

F. Understand the use of categorical funds to support instruction. (ISLLC Standards V, VI; TSSA V)

G. Describe the key aspects of fiscal regulation in public schools. (ISLLC Standards III, V, VI; TSSA VI.)

H. Describe the state-wide resource allocation process. (ISLLC Standards III, VI; TSSA V)

I. Describe the role of the School Improvement Planning in resource allocation (ISLLC III, VI; TSSA)

Teacher Leader strands of Advocacy and Organization Change are supported.
The College of Education Conceptual Framework and theme of educator as reflective decision-maker are addressed in this course by urging graduate students to consider his/her actions as related to the rights of others.

Technology is explored from a resource perspective.

V. CONTENT OUTLINE:
I. The Legal System as Related to Education
II. Basic Principles of School-based Governance and Finance
III. Categorical Funds and School Improvement Planning
IV. Legal and Ethical Principles of Fiscal Management
V. Liability and Torts
VI. Professional Rights and Ethical Responsibilities
VII. Individual Rights of Students & Current Trends in the Law

VI. INSTRUCTIONAL ACTIVITIES:
A. Lecture and Discussion
B. Small Group Activities
C. Scenarios
D. Individual and Group Projects and Presentation
E. Scholarly Readings
F. Exams and Quizzes

VII. FIELD AND/OR CLINICAL EXPERIENCES:
None

VIII. RESOURCES:
Kentucky Department of Education SBDM Resources (KDE, KASC)
Standards and indicators for School Improvement
Guest Speakers
University Library
Blackboard
Internet

IX. GRADING PROCEDURES:
Please Note: Although activities and grading procedures may vary by instructor, the * items are common course requirements and all sections must use the same scoring rubric. These may be portfolio items for the MA in Teacher Leadership.

A. Course Requirements
Assignment Points
*Legal Issue Professional Development Seminar 200
*Analysis of SBDM Budget and Process 80
*Analysis of School Improvement Resources 80
Quizzes (9 @ 40pts) 360
Specific Assignment Requirements:

Legal Issue Professional Development & Seminar (200pts): Students will be grouped according to class location and will be assigned a legal topic about which to develop a professional development seminar. A rubric will be given to students that articulates the format and related requirements. Groups will lead this seminar in class. (ISLLC V, VI)

Analysis of SBDM Budget and Process (80pts): Students examine the most recent section 6/7 budget and identify significant allocations in terms of area of use. He/she will also examine the SBDM budget policy and process against the practices suggested in the Standards and Indicators for School Improvement. He/she will note similarities and areas for improvement. (ISLLC III, V, VI)

Analysis of School Improvement Resources (80pts): Students will identify how resources are allocated through the School Improvement Planning process to support student achievement, and will identify the categorical funds used in his/her school.

Reading and Article Summaries: Readings will be required as part of class preparation.

Quizzes (360 points): There will be a quiz administered for each class period (10 quizzes), each will be 20 questions (40 points). The lowest quiz score will be dropped. Students must be present at the class meeting to take the quiz.

B. Evaluation
Grades will be awarded for performance in accordance with the scale below. Students’ attendance and participation will be considered when calculating the final grade.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>PCT Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>92-100%</td>
</tr>
<tr>
<td>B</td>
<td>80%-91%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
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Note: A final course grade of “C” or below does not meet MSU Graduate Program Requirements.

X. ATTENDANCE POLICY:
This course adheres to the current attendance policy stated in the MSU Graduate Bulletin.

XI. ACADEMIC HONESTY POLICY:
Cheating, plagiarism (submitting another person’s material as one’s own), or doing work for another person who will receive academic credit are impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged material as if it were the student’s own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place.
XII. TEXT AND REFERENCES:

XIII. PREREQUISITIES:
Admission to MSU Graduate program.

XIV. NON-DISCRIMINATION POLICY:
Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-809-3155.