

**CARDINAL STRITCH UNIVERSITY**  
DEPARTMENT OF INSTRUCTIONAL TECHNOLOGY  
CED 555 – SCHOOL LAW AND TECHNOLOGY 3 CREDITS  
COLLEGE OF EDUCATION: ACCELERATED FORMAT  
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## COURSE DESCRIPTION

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School law and its relationship to technology continue to emerge and evolve. School employees, school boards, and students all need to have an understanding of personal and district responsibilities related to electronic communications, access to the Internet, ADA compliance, security of equipment and networks, and intellectual property rights. In addition, liability issues, free speech, the Digital Millennium Act, and educational uses of technology are the reference points for student discussion. A review of existing school district technology policy will take place as well as the study of statutory and case law for technology issues.

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## KNOWLEDGE BASE OF THE COLLEGE OF EDUCATION

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The College of Education is devoted to bridging knowledge, practice and service.

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## PROGRAM OUTCOMES

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**The ability to use computers and modern technologies effectively as tools to enhance learning, teaching and training.**

Supports Wisconsin Teacher Standards 1,4,6,7,9

**Tied to:** Administrative Standard 6

**Administrative Standard 6:** *The administrator acts with integrity, fairness, and in an ethical manner.*

The knowledge of how to effectively integrate the use of computers and other technology into the curriculum.

Supports Wisconsin Teacher Standards 1,2,3,4,5,6,8

**Tied to:** Instructional Technology Coordinator Content Standards; ITC Standard J

**ITC Standard J:** *Ability to develop, review, implement and evaluate policies and procedures governing instructional technology.*

An awareness of emerging technologies, including multimedia – communications and information access technologies – and to be able to plan for their implementation and management.

Supports Wisconsin Teacher Standards 5,6,9,10

**Tied to:** Instructional Technology Coordinator Content Standards; ITC Standard D, Administrative Standard 3

**ITC Standard D:** *Knowledge of and ability to plan, manage, budget, make decisions and implement.*

**Administrative Standard 7:** *The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling..*

The ability to assume a leadership role in planning, implementing and supporting instructional technology.

Supports Wisconsin Teacher Standards 1,7,8,9,10

**Tied to:** Instructional Technology Coordinator Content Standards (ITC) ; ITC Standard O,P, Administrative Standard 4)

**ITC Standard O:** Awareness of and ability to apply federal, state and local regulations, laws and policies involving instructional technology and information access.

**ITC Standard P:** Knowledge of societal and ethical issues related to technology, including the impact of technology on society, censorship, equity, access issues, rights to privacy, copyright laws, and fair use guidelines.

**Administrative Standard 4:** The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.

## MEASURABLE COURSE OBJECTIVES

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Upon successful completion of this course, each student should be able to:

### *Student Objective*

The student will demonstrate the ability to review and update school district policy concerning personal and district responsibilities in the electronic age.

### Assessment

Complete a review of district policies regarding technology. Include the current policy and updates that you would recommend to a school board. Give anecdotal information about your direct use or influence of policy.

### Criteria

All components are addressed for each policy and in the prescribed format. See school policy rubric.

### *Student Objective*

The student will demonstrate the ability to access Federal, State, and Local laws regarding Information Technology as it relates to instructional practices and associated subjects in order to advise a School Board, fellow administrators, teaching staff, and support staff in ethical behaviors and the application of regulations in a school district.

### Assessment

Create a training module to use with board and/or staff in regards to legal issues related to Information Technology and its relationship to instruction. Utilize technology in the presentation of module so it can be accessed from a variety of locations.

### Criteria

All technical components are included. The final product includes elements of good design. See training module rubric.

### *Student Objective*

The student will demonstrate the ability to read and respond to case law regarding technology issues such as: electronic communications; Digital Millennium Copyright Act; liability issues surrounding technology use; access to the Internet; ADA compliance; FERMA; HIPA; free speech; security of equipment and networks; and intellectual property rights.

### Assessment

Complete three case studies on three of the above topics. Case studies need not be long (300-500 words), but must use correct grammar and be spell-checked. The case studies must include: the case title, author, source, a concise summary of the case, and your reaction to what you've read. Topics will be discussed by the class though discussion board topics.

### Criteria

All components are addressed for each case study and in the prescribed format. See rubric.

## GRADING DETERMINATION AND GUIDELINES

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### **Grade Determination:**

Grade determination incorporates successful completion of all required assignments and projects with weights indicated below.

Assignment/Assessments Total Weight (percentage grading scale)

- Case Studies 15% @5% for each case study
- Policy Review 25%
- Staff Development Module 30%
- Participation in Class Activities 30%

**Grading Guidelines**

A 93-100%	A- 91-92%	B+ 88-90%
B 85-87%	B- 82-84%	C+ 78-81%
C 75-77%	C- 70-74%	D/F <70%

**Projects and Assignments, Grade Definitions:**

- A: Checklist/Rubric was followed completely and accurately; the assignment was handed in on time, neatly presented, and well organized.
- B: Checklist/Rubric was followed completely and was generally accurate; the assignment was handed in on time, neatly presented and well organized.
- C: Checklist/Rubric was generally complete and generally accurate, the assignment was not handed in on time. There was some attention to neatness and organization.

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## REQUIRED MATERIALS AND OTHER RELEVANT SUPPORTIVE REFERENCES

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### ***Text and Other Required Materials***

- **Required Text:** *Legal Issues & Educational Technology: A School Leader's Guide* (ISBN 0-88364-247-6) by Edwin C. Darden, ed. National School Board Association © 2001. (Available from NSBA Distribution Center 1-800-706-6722, order #03-150-44 for \$35)
- **Recommended Resource:** Curry, J. H. (2002) *The legal aspects of technology in the schools*, Lathrop & Clark, Madison, Wisconsin. Available online at: <http://www.lathropclark.com/contentpublications/PDF/jhc.pdf>
- **Recommended Text:** *School Law and the Public Schools* (ISBN: 0-205-33248-X) by Nathan L. Essex, Allyn & Bacon © 2002. (Available for \$54.00 from Amazon.com)
- Helpful websites for the class
  - FindLaw Supreme Court Decisions: <http://caselaw.lp.findlaw.com/scripts/getcase.pl?court=us&navby=vol&vol=484> ( )
  - Institute for Computer Policy and Law: <http://www.educause.edu/icpl/links.asp>
  - Copyright with CyberBee: <http://www.cyberbee.com/copyrt.html>
  - Education Law Association: <http://www.educationlaw.org>
  - Law-related Education: <http://www.legalexplorer.com/education/education.asp>
  - Legal Dictionary: <http://www.legalexplorer.com/asp/dictionary.asp>
- *Wisconsin's Model Academic Standards for Information and Technology Literacy*, Bulletin No. 9002 (ISBN 1-57337-070-3), Wisconsin Department of Public Instruction, Madison/Milwaukee, Wisconsin ©1998. Available online at:
  - <http://www.dpi.state.wi.us/standards> (home page for Wisconsin Model Academic Standards)

- <http://www.dpi.state.wi.us/standards/pdf/infotech.pdf> (pdf file of document listed above)

## GENERAL COURSE EXPECTATIONS

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Special Note: As of Fall, 2003: No grade lower than a B- will be counted towards the Masters program.

- Because of the accelerated nature of this program, it is crucial that students attend all classes and study team meetings. If an absence is deemed necessary, this will be handled on an individual basis.
- Active class and study team participation is an important component.
- Word processed work is expected unless otherwise indicated.
- All work is to be in the student's own words unless quotation marks and referenced pages are provided. Use APA 5<sup>th</sup> edition guidelines.
- APA, 5<sup>th</sup> edition, style should be used for documentation of references.
- It is expected that work will be turned in on the assigned date. If there is a problem, please contact the instructor before the due date.

## UNIVERSITY POLICIES:

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### Statement of Academic Integrity

Inherent in the mission of Cardinal Stritch University is the strong belief in the principle of academic integrity. Student's actions reflect their moral character and, by extension, the University's reputation. Therefore, all students are expected to recognize and to abide by the policy on academic integrity found in the student handbook.

### Statement of compliance with the Rehabilitation Act of 1973

**Cardinal Stritch University and this instructor wish to positively affirm the intent of the American Disability Act. Any person enrolling in this course who may require alternative instructional and/or evaluative procedures due to a disability should feel free to discuss these needs with the instructors so that appropriate arrangements can be made.**

## POLICY ON ATTENDANCE

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Attendance at all class meetings (including study team meetings) is mandatory. Students participating in an accelerated graduate degree program in the College of Education are expected to attend all scheduled classes and study team meetings. The following apply to all enrolled students:

### Promptness:

Prompt arrival at each class is critical because of the limited time available to conduct in-class activities during the course. Instructors may take actions they deem appropriate if consistent tardiness is observed. Please emphasize this with all instructors. (Coaching responsibilities are not acceptable excuses.)

### One Absence: Class or Study Team

Any absence from either a scheduled class or study team requires that the student notify the instructor. The student is required to make up all "missed" work as determined by the instructor, by the next class meeting.

1. Two Absences: Class

If a second class absence occurs, the student has the option of officially withdrawing from the course. Subsequent failure to withdraw will result in a grade of “F” for the course, and the student must later enroll and pay for the course. Students may not request an “incomplete” grade at this time.

## 2. Two Absences: Study Team or One Study Team/One Class

The student is required to notify the instructor in order to make up all missed work by the next class meeting. Additionally, the student may be required to complete an academic assignment designed to facilitate learning of the missed course content.

For purposes of this policy, “class” is defined as the scheduled instructional time with the instructor.

The Site Coordinator/Program Chair will recommend a student repeat the class if a student misses more than one class or study team meeting. An appeal of this decision will be directed to the Program Chair. The decision will be documented and filed in the Accelerated Outreach Office.

## **POLICY ON LATE OR MISSING ASSIGNMENTS**

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All original course assignments and additional assignments described above should be completed within the course time limits. Work that is submitted after the course has been completed is subject to the provision of the policies and procedures relating to incompletes.

## **STUDY TEAM EXPECTATIONS AND REQUIREMENTS**

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Working with colleagues to improve teaching and learning can be an extremely rewarding experience. This is a major expectation of our accelerated program. Students must meet each week with their study team for approximately the same amount of time as the class session.

As an integral part of required class contact, the time spent in the study team meeting and attendance at the meeting must be carefully recorded in the Study Team Log. The study team meeting is a time to review class content, complete study team assignments, reflect upon new learning, and raise questions for discussion.

Students will form their own study teams of a minimum of three members and a maximum of six. They will decide when and where to meet each week and will document this for the instructor. The success of the study team will depend upon how well members accomplish the following:

- Set a focus for team activities and stay on task. It may be helpful for one team member to take on this role.
- Respect the opinions of each member and signal that respect by appropriate tone of voice and choice of words.
- Encourage and expect all members to participate actively and equally in study team activities.
- Support team members who may be unsure about class content or an assigned activity while fostering their independence as learners.
- Share resources with each other.
- Cooperate and negotiate in completion of team tasks.
- Share in specific duties such as typing, proofreading, etc.

## SEQUENCE OF TOPICS AND CONTENT COVERED

	Concepts	Details	Study Team Activities and Assignments
Week 1 (face2face)	Introduction to School Law School Governance Student and Staff Rights Technology in Schools as related to Instruction	Legal Basis for Schooling; PPT How to Read Case Law Sample Case Brief Federal, State, and Local Laws and Information	READ: Chapter 1 Zirkel, P. A. (2001/2002) Decisions That Have Shaped U.S. Education, Educational Leadership, 59 (4), 6-12. RELATED READING: Curry, J. H. (2002) The legal aspects of technology in the schools, Lathrop & Clark, Madison, Wisconsin. Available online at: <a href="http://www.lathropclark.com/contentpublications/PDF/jhc.pdf">http://www.lathropclark.com/contentpublications/PDF/jhc.pdf</a> JIGSAW: Major Technology Laws ONLINE ACTIVITY: Policies Exploration <a href="http://www.neola.com/superior-wi/">http://www.neola.com/superior-wi/</a> DISCUSSION BOARD ACTIVITY: Major Laws Jigsaw (5%) ASSIGNMENTS: Policy Review due Week 5(25%) Staff Training Module on Legal Issue related to Instructional Technology due Week 6
Week 2	Administrative Issues in School Technology Law Student Rights School Board Policies Electronic Communications Discussion of Wisconsin DPI Standards	Free Speech and First Amendment Issues Impact of Sunshine Laws and Public Records Acts ADA Compliance and Liability Issues	READ: Chapter 2 and Appendix 2 Conn, K. (2001) Offensive student websites: What should schools do? Educational Leadership, 58 (5), 24-27. Dowling-Sendor, B. (2002) A turf war over open meetings, American School Board Journal, 189 (2). Kluth, P. Richard A. Villa, R. A., & Thousand, J. S. (2001/2002) "Our school doesn't offer inclusion" and other legal blunders, Educational Leadership, 59 (4), 24-27. VIEW: Web Censorship Timeline <a href="http://www.justicelearning.org/viewissue.asp?issueID=7">http://www.justicelearning.org/viewissue.asp?issueID=7</a> RELATED WEBSITES: Speech of Students <a href="http://www.departments.bucknell.edu/pa_law/sspeech.html">http://www.departments.bucknell.edu/pa_law/sspeech.html</a> Web Censorship <a href="http://www.justicelearning.org/viewissue.asp?issueID=7">http://www.justicelearning.org/viewissue.asp?issueID=7</a> The Student Press Law Center <a href="http://www.splc.org">http://www.splc.org</a> ONLINE ACTIVITY: School Law Alphabet Soup Quiz (5%) DISCUSSION BOARD ACTIVITIES: Sunshine Laws (5%) ASSIGNMENTS: Case Review 1 due Week 3(5%)
Week 3	Copyright in the Schoolhouse Intellectual Property Issues Educational Uses of Technology	Digital Millennium Copyright Act, TEACH Act, and others Off Air Recordings School Impacts Personal Impacts	READ: Chapter 4 and Appendices 5-8 Simpson, C. (2001/2002) Copyright 101, Educational Leadership, 59 (4), 36-38. VIEW: School District Options for Providing Access to Appropriate Internet Content <a href="http://safewiredschools.cosn.org/publications.html">http://safewiredschools.cosn.org/publications.html</a> RELATED WEBSITES: Copyright Implementation Manual <a href="http://groton.k12.ct.us/mts/egtoc.htm">http://groton.k12.ct.us/mts/egtoc.htm</a> Safeguarding the Wired Schoolhouse <a href="http://www.safewiredschools.org">http://www.safewiredschools.org</a> Copyright Crash Course <a href="http://www.utsystem.edu/ogc/intellectualproperty/cprtindx.htm">http://www.utsystem.edu/ogc/intellectualproperty/cprtindx.htm</a> ONLINE ACTIVITIES: Copyright Bay Webquest <a href="http://www.stfrancis.edu/cid/copyrightbay/">http://www.stfrancis.edu/cid/copyrightbay/</a> Copyright Crash Course <a href="http://www.utsystem.edu/ogc/intellectualproperty/cprtindx.htm">http://www.utsystem.edu/ogc/intellectualproperty/cprtindx.htm</a> DISCUSSION BOARD ACTIVITY: Copyright (5%) ASSIGNMENTS: Case Review 2 due Week 4 (5%)

Week 4	Staff Rights - Due Process Establishing District Policies and Regulations	Implications for staff and students Security of equipment and networks Fair Use Guidelines, Ethical Behaviors	<p>READ: Chapter 3 and Appendices 1, 3, and 4 Templeton, B. 10 Big Myths about copyright explained Available online: <a href="http://www.templetons.com/brad/copymyths.html">http://www.templetons.com/brad/copymyths.html</a></p> <p>ONLINE ACTIVITY: What technology related policies is your district required to have? Research the requirements as set out by the state in the District Information and Technology Planning Process. Review any additional requirements embedded in federal legislation or administrative rules (specifically review NCLB and CIPA).</p> <p>RELATED WEBSITES: DPI: <a href="http://www.dpi.state.wi.us/dpi/ditcl/imt/download.html">http://www.dpi.state.wi.us/dpi/ditcl/imt/download.html</a> WASB: <a href="http://www.wasb.org">http://www.wasb.org</a> NASB: <a href="http://www.nsba.org/site/page_nestedcats.asp?TRACKID=&amp;CID=61&amp;DID=193">http://www.nsba.org/site/page_nestedcats.asp?TRACKID=&amp;CID=61&amp;DID=193</a> NCES: <a href="http://nces.ed.gov/pubs2003/2003381.pdf">http://nces.ed.gov/pubs2003/2003381.pdf</a></p> <p>DISCUSSION BOARD ACTIVITY: Review of School Board Technology Policy and future implications (5%)</p> <p>ASSIGNMENTS: Case Review 3 due Week 5 (5%)</p>
Week 5	Access to the Internet Regulation of Technology Equipment in a School District Administration of Technology	Rules for students and employees Information on Laws Monitoring Technology and its use in schools	<p>READ: Pages 1-45 of NCES (2003) Weaving a secure web around education: A guide to technology standards and security. National Center for Education Statistics. Available online at: <a href="http://nces.ed.gov/pubs2003/2003381.pdf">http://nces.ed.gov/pubs2003/2003381.pdf</a></p> <p>GROUP ACTIVITY: Staff Development Module</p> <p>DISCUSSION BOARD ACTIVITY: TBA (5%)</p> <p>ASSIGNMENTS: Prepare group presentation of staff development module (30%)</p> <p>Policy Review Due.</p>
Week 6 (face2face)	Class Presentations of Training Modules and Feedback Wrap Up		