A theme entitled “Education for Transformation” provides a conceptual framework that unifies programs at the Graduate School of Education (GSE). The mission of the University of Massachusetts Lowell is to meet the needs of the Commonwealth today and into the future by supporting the development of sustainable technologies and communities through its teaching, research, scholarship and engagement. The Graduate School of Education (GSE) contributes to this mission by educating new teachers and enhancing the professional development of those already in the field so that they may assume leadership roles focused on transforming the lives of children and the vitality of the region.

The GSE’s commitment to “Education for Transformation” produces graduates who:
- demonstrate excellent knowledge, judgment and skills in their professional fields;
- promote equity of educational opportunity for all learners;
- collaborate with other educators, parents and community representatives to support educational excellence;
- use inquiry and research to address educational challenges.

The fundamental tenets of excellence, equity, collaboration and inquiry will guide students in the “School Law” course in their understanding of how the legal principles derived from case law, the federal and state constitutions and statutes, and common law form the foundation for the governance of our public schools so that all children will benefit from a high quality education. Furthermore, these tenets will lead to fair, reasonable and equitable decisions that serve to improve and transform education.

INSTRUCTOR INFORMATION:

David S. Troughton, Ed.D.
978 935-3813 (cell)
David_troughton@uml.edu

Office hours are conducted through weekly chats and may be arranged by appointment.
COURSE OVERVIEW / RATIONALE:

Our public schools represent one of the fundamental institutions of a democratic society. Indeed, the education of children serves the general good of the nation and society. At the same time, public schools are complex organizations serving multiple roles, diverse populations and ever-changing societal needs. As such, the operation and governance of our public schools must be based upon sound legal principles, constitutional and statutory provisions, regulations, policy and case law.

From fundamental issues of constitutional freedoms and the rights of students and employees to the development of contracts, policies and regulations, the decisions faced by teachers and administrators within the public school are highly dependent upon a solid understanding of the law and legal principles. Whether at the pragmatic level of student discipline, attendance, personnel management and curriculum or directed to the broader questions of equity, “No Child Left Behind” and school finance, it is essential that our actions and decisions not be arbitrary and capricious but be reasonable and fair and grounded in a firm legal understanding of school law.

This course will provide students with an understanding of the law and the legal basis for making decisions in our public schools. We will analyze court decisions, state and federal constitutional provisions and laws and public policies and regulations as they pertain to the operation of public schools in the United States. With a solid understanding of the legal framework of governance at the federal, state and local level and the decisions derived through court cases, educators will be better equipped to respond to the numerous challenges and decisions they face throughout the school year.

CONCEPTUAL FRAMEWORK:

This course in School Law draws its framework from the federal and state constitutions, statutory provisions enacted by Congress and the state legislatures, case law from federal and state courts, and the policies and regulations established by the State Board of Education and other state and federal agencies. While emphasis will be placed on constitutional and statutory provisions of the Commonwealth of Massachusetts and the Massachusetts Department of Elementary and Secondary Education, students who reside and work in other states may wish to examine the legal provisions and policies of that state.

REQUIRED READING:

Thomas, Stephen B., Cambron-McCabe, Nelda and McCarthy, Martha M. (2009), Public School Law: Teachers’ and Students’ Rights (Sixth Edition), Allyn & Bacon (Pearson) Boston, MA

In addition to the required text, you will be provided with access to articles, legal cases, state laws, regulations and policies to support your understanding of school law. While the entire Massachusetts General Laws are available online and you will be given links to
specific laws, you may wish to obtain your own copy of *Selected Massachusetts General Laws 2010 for School Committees and Personnel*, edited by Stephen J. Finnegan, Esq. and published by the Massachusetts Association of School Committees (MASC), Inc., Boston, MA 02109. Please note that if you work or live in another state, you may want to access and bookmark the laws relative to public schools in your state. Additionally, while you will be provided access to school-based documents such as policy manuals, student and employee handbooks and contracts, you may want to obtain copies of these documents in the district where you work. Generally speaking, hard copies of student and employee handbook are readily available through school offices and most districts maintain the School Committee Policy Manual online. If you do not work in a school district, you will be provided with material from other districts.

**LEARNING OUTCOMES:**

This course is designed so that each student will understand and be able to explain and describe the:

1. Legal and constitutional framework of public education in the United States and the role of the federal and state government in our schools.
2. Specific laws and regulations pertaining to public education in the Commonwealth of Massachusetts (or the State in which you live and work).
3. Role of the local School Committee / Board in the governance of public schools and the development of policy and regulations.
4. Impact of case law on the formulation of public policy, regulations and procedures in our public schools.
5. Impact of court decisions and “landmark” cases on the development of federal and state policy on public education.
6. Difference between policies developed at the local level and state and federal laws and regulations.
7. Legal questions and principles involved in emerging issues in our schools in areas such as electronic communication, education reform, cyber-bullying, charter schools, and other areas of emerging law.
8. Meaning and interpretation of legal terms and principles.

Furthermore, students in this course will be able to:

1. Use their understanding of legal principles and the law to develop specific policies and practices that are compliant with state and federal laws and regulations and that will provide reasonable and equitable decision-making in the day-to-day operation of the school in such areas as student discipline, school attendance, curriculum, student records, IDEA and Section 504, personnel management, labor contracts, civil rights, non-discrimination, and other areas.
2. Develop procedural checklists to evaluate student and employee handbooks, contracts, grievance procedures and training programs to ensure compliance with state and federal laws.
3. Analyze specific school-based situations and develop a legal basis / rationale for fair, reasonable and equitable decisions.
4. Identify emerging issues and questions in school law and develop recommendations for policy development and practice.
5. Research court decisions and evaluate the impact on public education.

ESSENTIAL QUESTIONS:

This course is built around a series of essential questions. Students are encouraged to pursue answers to these questions through their reading, discussions, chats and assignments.

1. Do students and teachers give up their constitutional rights at the schoolhouse door?
2. How do we balance the role of the School Committee / Board with the State and Federal Government?
3. Are teachers free to determine what is taught in the classroom?
4. Do parents and students have the right to determine what is taught in public schools?
5. Are ignorance of the law and/or unawareness of a violation of the law within the school setting sufficient grounds for public school teachers and administrators to avoid liability?
6. What does it mean to make “reasonable,” “fair,” and “equitable” decisions?
7. Do the courts always side with the students and parents?
8. What is “due process” and fundamental fairness?
9. What is meant by equal access to educational opportunity?
10. How do schools balance individual rights and public interest?
11. Are educators held to a higher standard in their actions?
12. Is the law “static” when it comes to the operation of our public schools?

COURSE TOPICS & SCHEDULE:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments</th>
<th>Assessments</th>
</tr>
</thead>
</table>
| Week 1 (September 1) | • Welcome / Course Overview  
• Legal Framework of Public Education  
• Legal Systems  
• Federal Role in Public Schools | • Read Chap. 1 (PSL), p. 7-24  
• Read Selected Articles  
• Discussion Board | DISCUSSION PARTICIPATION |
<p>| Week 2 | • State and Local | • Read Chap. 1 (PSL), p.1-6 | DISCUSSION |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignments</th>
<th>Participations</th>
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<tbody>
<tr>
<td>3</td>
<td>September 19</td>
<td>Governance of Public Schools</td>
<td>Read Selected Articles, Cases and Selected Mass. General Laws (MGL)</td>
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<td>Legal Applications Project</td>
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<td>4</td>
<td>September 26</td>
<td>Church/State Relations</td>
<td>Read Chap. 2 (PSL), p. 25-66</td>
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<td>Read Selected Articles, Cases and MGL</td>
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<td>Discussion Board</td>
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<td>Legal Applications Project</td>
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<td>5</td>
<td>October 3</td>
<td>School Attendance</td>
<td>Read Chap. 3 (PSL), p. 67-104</td>
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<td>Curriculum &amp; Instruction</td>
<td>Read Selected Articles, Cases and MGL</td>
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<td>Discussion Board</td>
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<td>6</td>
<td>October 10</td>
<td>Students’ Rights</td>
<td>Read Ch. 4 (PSL), p. 105-142</td>
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<td>Read Selected Articles, Cases and MGL</td>
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<td>Emerging Issues Project (Group)</td>
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<td>7</td>
<td>October 17</td>
<td>Student Classification</td>
<td>Read Ch. 5 (PSL), p. 143-186</td>
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<td>Read Selected Articles, Cases and MGL</td>
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<td>Emerging Issues Project (Group)</td>
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<td>8</td>
<td>October 24</td>
<td>Rights of Students with Disabilities</td>
<td>Read Ch. 6 (PSL), p. 187-223</td>
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<td>Read Selected Articles, Cases and MGL</td>
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<td>Emerging Issues Project (Group)</td>
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<td><strong>MID-TERM EXAM</strong></td>
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<td>(Weeks 1-7)</td>
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<td>(Due Sunday, October 30)</td>
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| Week 9  (October 31) | • Terms & Conditions of Employment  
|• Labor Relations  
|• Collective Bargaining | • Read Ch. 8 & 12 (PSL), p. 272-305 and p. 438-468  
|• Read Selected Articles, Cases and MGL  
|• Discussion Board  
|• Legal Application Project  
|• Emerging Issues Project (Group) |
| Week 10 (November 7) | • Teachers’ Substantive Constitutional Rights  
| | • Read Ch. 9 (PSL), p. 306-347  
|• Read Selected Articles, Cases and MGL  
|• Discussion Board  
|• Legal Application Project  
|• Emerging Issues Project (Group) |
| Week 11 (November 14) | • Discrimination in Employment  
| | • Read Ch. 10 (PSL), p. 348-392  
|• Read Selected Articles, Cases and MGL  
|• Discussion Board  
|• Legal Application Project  
|• Emerging Issues Project (Group) |
| Week 12  
(November 21) | • Employment Termination | • Read Ch. 11 (PSL), p. 393-437  
• Read Selected Articles, Cases and MGL  
• Legal Application Project  
• Discussion Board  
• Emerging Issues Project (Group) | DISCUSSION  
LAP 12  
PARTICIPATION |
|---|---|---|
| Week 13  
(November 28) | • Tort Liability | • Read Ch.13 (PSL), p. 469-497  
• Read Selected Articles, Cases and MGL  
• Discussion Board  
• Legal Application Project | DISCUSSION  
LAP 13  
PARTICIPATION  
EMERGING LEGAL ISSUE  
(Group Project)  
(Due Sunday, December 4) |
| Week 14  
(December 5) | • Summary of Legal Principles | • Read Ch. 9 (PSL), p. 498-505  
• Discussion Board  
• Final Exam (Weeks 8-13) | FINAL EXAM  
(Weeks 8-13 and Course)  
(Due Sunday, December 11) |

Note: Reading: Required Text: (PSL): “Public School Law” (Thomas, Cambron-McCabe, McCarthy), 6th edition, Allyn & Bacon, 2009

**RELEASE OF COURSE CONTENT:**

The content of each week will be released on Monday mornings by 9 AM. (NOTE: Week 1 will open on Thursday, September 1 and Week 2 will open Monday, September 12). You will be sent an e-mail announcing the release of the weekly material and a suggested schedule for your work. Please be sure to note specific due dates for assignments. This should give you time to get started on the reading with most of the assignments and discussion board postings due at the end of the weekend.

Course Closes Sunday, December 11
ASSIGNMENTS:

The following assignments must be completed:

1. **READING:** The assigned weekly reading sets the content and framework for the legal principles, cases and applications to be discussed during the week.
   - Required Text (PSL - “Public School Law: Teachers’ and Students’ Rights” (Thomas, Cambron-McCabe, McCarthy), 6th edition, 2009
   - Selected articles, legal cases, websites, Mass. General Laws (M.G.L), Mass. Department of Elementary & Secondary Education Regulations and School Committee policies

2. **DISCUSSION BOARD:** Each week, you will be asked to post a response to one or more specific questions related to the reading, course content or situational cases by an assigned posting date. You are then expected to read over the postings and respond and react to the postings of other students. From time to time, you may be assigned to a specific “Discussion Group.” Active participation in the weekly Discussion Board constitutes part of your “Participation Grade.”

3. **LEGAL APPLICATIONS PROJECT (LAP):** One of the important outcomes of this course is to develop your ability to apply the law and legal principles to the formulation and evaluation of policies, regulations and procedures at the local school or district level. Throughout the course, you will be asked to develop and evaluate policies, procedural checklists, regulations and practices related to specific laws, cases and legal principles highlighted in the course. Weekly assignments will be made and are expected to be submitted as assigned and instructor feedback will be provided as needed.

4. **EMERGING LEGAL ISSUES (ELI):** This is a group project. You will be assigned to a team of 2-3 students. Each team will be assigned a topic from a list of “Emerging Legal Issues” and research the legal principles and questions associated with the issue. The group will submit a brief written summary (4-5 pages) of the issue including current case law relative to the issue, legal questions, application of current law, and the potential impact on the operation of the school and recommendations for changes in policy and practice.

5. **CHATS:** Weekly chats will be held on Thursday night from 7-8 PM (except on Thanksgiving, Nov. 24th – the Week 13 chat will be held on Sunday night, November 27 from 7-8 PM). I will remind you of the weekly chat via an e-mail on the day before the scheduled chat and identify the major discussion themes for the Chat. You are NOT required to attend the Chat, but the Chat is an opportunity to discuss or ask questions in real-time with the instructor or your classmates. We recognize that each of you has busy schedules and/or your geographic location may make it difficult, if not impossible, to participate in a live chat. If you cannot attend the chat, you are asked to post some questions or thoughts related to the
chat topics on the Chat Board prior to the Chat and you must read over the Chat Log (go to the chat and open “view chat log” from the pull down menu) following the weekly chat. As the instructor in this course, I will try to focus the topics and discussion relative to the weekly content of the course, but we will also be open to discuss concerns that you have about the course assignments as well as “hot” topics in school law that may emerge throughout the course.

6. MID-TERM and FINAL EXAMS: Both of these exams are written “take-home” exams and are taken INDIVIDUALLY. These exams assess your understanding and application of course content.

- **Mid-Term Exam**: (Covers Weeks 1-7). The exam will consist of hypothetical situations. You will be assessed on your legal analysis of the situations.
- **Final Exam**: (Covers Weeks 8-13 and general course content). The exam will consist of both the legal analysis of hypothetical situations and short answer responses.

PERFORMANCE ASSESSMENT:
Performance in this course will be assessed in the following ways: (Note: All assessments are based on individual work unless noted as “Group Project.” Please refer to specific performance assessment rubrics)

1. MID-TERM EXAM (30 points)
2. FINAL EXAM (30 points)
3. LEGAL APPLICATIONS PROJECT (LAP) (20 points)
4. EMERGING LEGAL ISSUES (ELI) (Group Project): 10 points
5. DISCUSSION BOARD / CHAT PARTICIPATION (10 Points)

OVERALL COURSE GRADING:

The University of Massachusetts Lowell, Graduate School of Education has determined the following general guidelines with respect to evaluation of academic work:

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Point structure</th>
<th>General Explanatory Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>99-100</td>
<td>Work of the highest professional standard demonstrating independent and exemplary performance</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>96-98</td>
<td>Excellent work demonstrating independent and high quality performance.</td>
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<tr>
<td>Performance Standard / Product</td>
<td>Mastery</td>
<td>Emerging</td>
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<tr>
<td>FINAL EXAM</td>
<td>28-30</td>
<td>25-27</td>
<td>22-24</td>
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<tr>
<td>MID-TERM EXAM</td>
<td>28-30</td>
<td>25-27</td>
<td>22-24</td>
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<tr>
<td>LEGAL APPLICATIONS PROJECT</td>
<td>19-20</td>
<td>17-18</td>
<td>15-16</td>
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<tr>
<td>EMERGING LEGAL ISSUES GROUP PROJECT</td>
<td>10</td>
<td>9</td>
<td>8</td>
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<tr>
<td>DISCUSSION &amp; CHAT PARTICIPATION</td>
<td>10</td>
<td>9</td>
<td>8</td>
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**COURSE GRADE:**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Letter Grade</th>
<th>Total Points</th>
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<tr>
<td>Mastery</td>
<td>A Plus</td>
<td>99-100</td>
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<td>A</td>
<td>96-98</td>
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<tr>
<td>Emerging</td>
<td>A Minus</td>
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<tr>
<td></td>
<td>B Plus</td>
<td>86-90</td>
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<tr>
<td>Beginning</td>
<td>B</td>
<td>80-85</td>
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<tr>
<td>Below Standard</td>
<td>B Minus</td>
<td>Below 80</td>
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</table>
COURSE GRADE:

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<tr>
<th>Standard</th>
<th>Letter Grade</th>
<th>Total Points</th>
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<tr>
<td>Mastery</td>
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<td>Emerging</td>
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<td>Below Standard</td>
<td>B Minus</td>
<td>Below 80</td>
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COMMUNICATION:
There are four means of communication available to us:
1. Course E-mail through UML BlackBoard Vista
2. Discussion Boards
3. Chats
4. Instructor’s cell phone (978 935-3813) (when all else fails)

E-MAIL:
You should use the course e-mail to contact me and/or other students. If cannot contact me via the course e-mail, you may use my UMass Lowell Office e-mail david_troughton@uml.edu

TELEPHONE:
If you need to speak to me directly via voice-to-voice, please call my cell phone 978 935-3813

CHATS:
Weekly chats will be held on Thursday night from 7-8 PM (except on Thanksgiving, Nov. 24th – the week 13 chat will be held on Sunday night, November 27, 7-8 PM). I will remind you of the weekly chat via an e-mail on the day before the chat (typically Wednesday) and identify the major discussion themes for the Chat. You are NOT required to attend the Chat, but it is an opportunity to discuss or ask questions in real-time with the instructor or your classmates. We recognize that each of you has busy schedules and/or your geographic location may make it difficult, if not impossible, to participate in a live chat. If you cannot attend the chat, you are asked to post some questions or thoughts related to the chat topics on the Chat Board prior to the Chat and you must read over the Chat Log (go to the chat and open “view chat log” from the pull down menu) following the weekly chat. As the instructor in this course, I will try to focus the topics and discussion relative to the weekly content of the course, but we will also be open to discuss concerns that you have about the course assignments as well as “hot” topics in school law that may emerge throughout the course.
DISCUSSION BOARDS:
Each week you will be expected to participate in one or more discussion boards. You will be asked to read over the postings and make responses to the posted material. From time to time, you will be placed in a group Discussion Board. Specific dates for posting material will be given and it is important for you to adhere to these dates.

ACCEPTABLE ONLINE BEHAVIOR:
E-Mail, Discussion Boards and Chats are important components of on-line communication. Please remember to be respectful of your online classmates. Please use CAP LOCK only for emphasis. Personal slurs, derogatory remarks and bad language will not be tolerated. You will receive a personal e-mail from me if you cross boundaries in acceptable online behavior and at my discretion you may be dismissed from the online course with no refund of tuition and fees paid. However, it is perfectly acceptable to use humor and icons to designate a tasteful joke. Keep in mind, however, that we all have different opinions as to what is “tasteful.” Because many of the assignments in this course will require posting on discussion boards either as individuals or as groups, it will be important for everyone to be an active participant. Additionally, as many of the topics in the School Law course may engender debate on educational issues such as school prayer, free speech, non-discrimination, etc., it will be important for each of us to be respectful of divergent opinions. Please report any problems or concerns you may have with on-line communication via e-mail, discussions, and chats to me directly and privately so that I can take an appropriate action.

ATTENDANCE / PARTICIPATION:
On-line learning is dynamic and requires active participation by all students. You are expected to keep up with the readings and discussions. Each week, there will be specific discussion postings and responses and you will be expected to adhere to the postings dates. If you post to the Discussion Board or respond to postings after the week of the Discussion Topic, you are posting LATE for the week. In addition to the weekly class discussions, you may be assigned to a discussion group. Obviously, it is essential that you be an active participant in the group.

ABSENCES / HOLIDAYS:
It is understandable that personal illness may result in your inability to complete a specific assignment on the due date. If this is the case, please try to alert me to this. If you become seriously ill or incapacitated or if family emergencies prevent you from completing major portions of the course, please contact me so that we can make the necessary accommodations or determine whether or not you need to withdraw from the course or take an incomplete. It is not acceptable to be “absent” from the course for more than several days without an explanation. Please let me know right up front if you anticipate a major disruption (e.g. absence of more than several days) in your participation in the course.
During the Fall Semester, we will encounter several national, state and religious holidays (Labor Day, Columbus Day, Veterans’ Day, Yom Kippur, Rosh Hashanah and Thanksgiving). Please alert me to any special accommodations you may need.

**LATE ASSIGNMENTS:**
Two (2) points will be deducted each day for every day a major assignment (Mid Term Exam, Final Exam and Emerging Legal Issues Project) is late. Although the assignment drop box is set up to mark assignments as “Late” after the due date, you will not be able to submit an assignment ONE WEEK after the assignment’s due date and you will NOT receive credit for the assignment. Thus, if you run into a problem with attendance and participation as described above under “Absences”, please be sure to contact me ahead of time. There are no “Make-ups” or “Re-Dos” of assignments and exams.

**WITHDRAWAL FROM COURSE AND INCOMPLETE GRADE POLICY:**
If you fall behind in your course work and assignments and you have not participated regularly in the required on-line discussion board, then you may be advised to WITHDRAW FROM THE COURSE. You will lose the tuition you paid for the course, but a “W” rather than an “F” will be recorded on your transcript. PLEASE DO NOT ask for an INCOMPLETE grade unless you or a close family member has suffered a severe illness or an emergency situation has arisen. You may be asked to provide supporting documentation. Dates for COURSE WITHDRAWAL are posted on the UMASS Lowell Continuing Education (see: [http://continuinged.uml.edu/general/registration.htm](http://continuinged.uml.edu/general/registration.htm)). It is your responsibility to be aware of these dates and to take appropriate action.

**WITHDRAWAL WITH “W” NOTATION:**
Students withdrawing from any class can use ISIS. Verbal or E-Mail Messages to me or other Faculty / Staff DO NOT constitute official notification of “Withdrawal.” It is your responsibility to complete the official withdrawal notification process through ISIS.

**WITHDRAWAL WITH “W” NOTATION:**
Students withdrawing from any class can use ISIS. Verbal or E-Mail Messages to me or other Faculty / Staff DO NOT constitute official notification of “Withdrawal.”

**PLAGIARISM / ACADEMIC DISHONESTY:**
If your work shows evidence of plagiarism / academic dishonesty, the instructor will invoke the Graduate School Policy that can be found at [http://www.uml.edu/catalog/graduate/policies/academic_dishonesty.htm](http://www.uml.edu/catalog/graduate/policies/academic_dishonesty.htm)

The following is the definition used in the UML Graduate Catalog:

*Cheating* - use, or attempted use, of trickery, artifice, deception, breach of confidence, fraud, or misrepresentation of one's academic work. Submission of the same work in its entirety for credit in two courses without obtaining the permission of the instructors constitutes cheating. Collaborating with others when not explicitly allowed by the instructor constitutes cheating.
Fabrication - falsification or invention of any information or citation in any academic exercise.

Plagiarism - representing, whether intentionally or unintentionally, the words or ideas of another as one's own work in any academic exercise.

Facilitating dishonesty - helping or attempting to help another commit an act of academic dishonesty, including substituting for another in an examination, misrepresenting oneself, or allowing others to represent as their own one's papers, reports, or academic works.

Needless to say “Cheating” and “Plagiarism” diminish us all and will not be allowed.

CHEATING:
The definition of “Cheating” includes:
1. Misrepresenting academic work which has been done by another as one’s own efforts, whether such misrepresentation has been accomplished with or without the permission of the individual;
2. Utilization of prohibited assistance (whether in the nature of a person or a resource) in the performance of assignments and examinations;
3. Copying of another person’s work or the giving or receiving of information or answers by any means of communication during an examinations;
4. Utilization of the services of a commercial term paper company or “test” taker;
5. The unauthorized or fraudulent acquisition and/or use of another’s academic property.

Needless to say “Cheating” and “Plagiarism” diminish us all and will not be allowed.

INSTRUCTOR’S RESUME

David S. Troughton
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EDUCATION:
Ed.D., Northeastern University, Boston, MA
Curriculum / School Administration

M.S., Northeastern University, Boston, MA
Biology

B.S., Bates College, Lewiston, ME
Biology

PROFESSIONAL EXPERIENCE:
2009 – Present Regional Assistance Director, Northeast District and School Assistance Center, Mass. Dept. of Elementary & Secondary Education
2009 – Present Senior Program Associate, Office of School Partnerships, UMass Lowell Graduate School of Education

1994 - 2009 Superintendent of Schools, North Reading Public Schools, North Reading, MA, K-12, 2,800 students, $23 million budget (FY10), 220 professional staff, 12 administrators, 100 support staff: Responsible for the leadership and management of a suburban public school system

1990 - 1994 Assistant Superintendent, Chelmsford Public Schools, Chelmsford, MA K-12, 5,300 students, 350 professional staff, 14 administrators, $25 million budget (FY94), Responsible for curriculum, staff development, strategic planning, budget, personnel, and community relations

1987-1990 Director of Curriculum, Millbury Public Schools, Millbury, MA K-12, 1,500 students, 140 professional staff, 5 administrators: Responsible for curriculum development, supervision, testing, grants, staff development, and program evaluation

1985-1987 Associate Principal, W. Boylston Jr.-Sr. High School, W. Boylston, MA 7-12, 420 students, 50 staff: Responsible for curriculum and staff development, staff and student supervision

1974-1985 Teacher, Lynnfield High School, Lynnfield, MA 9-12, Science Department: biology, physiology

CERTIFICATIONS:
Massachusetts: Superintendent (K-12), Principal (7-12), Teacher (7-12), biology, chemistry, general science

COLLEGE / UNIVERSITY TEACHING
UMass Lowell Graduate School of Education:
Curriculum Design K-12, School Law, Financial Aspects of School Administration
Cambridge College: MASCDS Teacher Leadership Certificate Online Program
Northern Essex / Middlesex Community College: Anatomy & Physiology, Microbiology

PROFESSIONAL ORGANIZATIONS:
Mass. ASCD, ASCD, PDK, MASS, AASA, Harvard Superintendents’ Roundtable
Past President: MASS Merrimack Valley Roundtable
Past President: Mass. ASCD (Assoc. for Supervision & Curriculum Development)
MASS Technology Committee
MASCDS Influence and Advocacy Committee (Past Chair)
Facilitator: Superintendents’ Forum, UMass Lowell, Office for School Partnerships
Chair: Educational Technology Advisory Committee (ETAC), State Board of Education

School Law (05.623-031) Dr. David Troughton UMass Lowell Fall 2011
PRESENTATIONS & PUBLICATIONS:

- History of American Education (China Exchange Initiative)
- Making Meaning of Assessment (MASS Workshop)
- Standards-based Instruction (UMass Lowell Superintendents’ Forum)
- Curriculum Leadership Seminar (American Nicaraguan School)
- Curriculum Standards (ASCD Affiliate Leadership Conference)
- Accountability Audits (MASS / MASC Conference)
- Value-added Assessment (MASS / MASC Conference)
- MASCD Focus - Teacher Quality (publication)
- MASCD Focus - Professional Learning Communities (publication)
- MASCD Focus - Fit for Learning (publication)