DEA Objectives: E: 4  I: 1, 2, 3

WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

COURSE NUMBER: EDD 7105
COURSE TITLE: Leadership, Equity, and Educational Law

Doctor of Education Program Attributes

The manner in which we prepare educational personnel is informed by eight essential attributes: (1) Ensuring that programs are knowledge-based; (2) viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught; (3) contextual and cultural sensitivity; (4) enabling authentic participation, collegiality and collaboration; (5) facilitating inquiry and reflection, i.e. providing structured opportunities for critical reflection on and taking action in one’s daily work; (6) building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth; (7) ensuring that programs are standards-driven; and (8) ensuring that programs promote the effective use of technology.

PROGRAM COMPETENCIES

NCATE/ELCC Standard 6; Program Competency 6: To demonstrate the knowledge and ability to promote the success of all by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Goal 1. Students will gain a sufficient understanding of education law to answer many legally-related questions.

Learning Outcome:

Students will read numerous cases dealing with a variety of legal issues pertaining to education.

Learning Activities:
1) Assigned readings, 2) selected and assigned case briefs, 3) Initiation of class discussion of assigned cases, 4) Instructor presentations of essential legal concepts, and 5) Use of Socratic method.

**Learning Assessment:**
Students will submit 4 to 6 typed case briefs, utilizing acceptable legal case briefing format.

**Goal 2.** Students will gain an understanding of education law in order to identify complex legal issues requiring the assistance of counsel.

**Learning Outcome:**
Students will be able to critically discuss a variety of legal cases and to identify underlying legal issues as well as to develop strategies to manage them.

**Learning Activity:**
For their external structured assignment, students will select and read a current journal article or extended case analysis pertaining to a legal topic relevant to their professional role as an educator.

**Learning Assessment:**
Students will conduct an in-class discussion of their journal article or case analysis for approximately ten minutes, commenting on its significance and impact on their practice as educators. They will also submit a 2-3 page paper critiquing the article and addressing issues and implications that the article raises, addressing specifically ELCC 6.1 and 6.3.

**Goal 3.** Students will gain a knowledge of education law so that class, school, and organizational policies can be evaluated and, if necessary, enhanced.

**Learning Outcome:**
Students will become increasingly familiar with the processes of legal reasoning, issue identification and environmental scanning and learn to transfer these skills to their own work environments.

**Learning Activities:**
  1) Small-group discussions of instructor-generated hypothetical cases and scenarios, 2) Personal Journal entries relevant to this course, and 3) Class discussion of legal cases.

**Learning Assessment:**
Students will be evaluated on their participation in class discussion including the extent to which they monitor current educational legal developments in the news media and bring their observations to bear on topics covered in class.

**Goal 4.** Students will gain sufficient understanding of the capacity and limits of the law as a social tool to allow them to evaluate its effectiveness and suggest improvements where appropriate.
Learning Outcome:
Students will move from inductive to deductive reasoning by studying individual cases and then
drawing warranted generalizations on legal matters that pertain to their roles as educational leaders.

Learning Activities:
1) Identify sources for a final paper on an approved applications-based or issue-oriented topic
and 2) In-class presentation of the paper’s thesis and principal findings.

Learning Assessment:
Students will produce a 6-8-page paper that focuses in depth on a selected legal issue that either
impacts on their professional practice as educators or that enables them to evaluate the effectiveness of
existing education policies or procedures.

CECRAM Structured External Assignment -- NCATE/ELCC Standard 6: Develop a
written report that specifically addresses how policies, laws, and regulations that are enacted
by local, state, and federal agencies affect your school district. You also need to address how
you would advocate for improved policies, laws, and regulations both directly and through
organizations representing your profession. (ELCC 6.1. and 6.3)

METHODOLOGY

A. Teaching Methods. The instructor will use a variety of teaching methods including small group
discussion, student-led presentations of cases and reports, lecture, and guest presentations.
Students will be encouraged to seek ways to apply their learning and assignments to their work
environments and to become critical legal thinkers.

B. Assignments and Grading
1. Typed case briefs – 20%
2. Journal Article paper for External Structured Assignment – 20%
3. Student-led discussion of assigned cases and overall class participation - 10%
4. Final paper on current legal issue in education law - 50%

These required projects are briefly described in the “Aims, Activities and Learning Outcomes”
section of the syllabus. The course instructor will elaborate on the requirements during the first
class meeting and distribute handouts on the case briefing process as well as sample briefs and
journal article resources. Concerning these projects, students should choose topics that reflect
issues of interest to them professionally or relevant to their work environments.

DOCTOR OF EDUCATION ATTENDANCE POLICY:

The Doctor of Education attendance policy is in addition to the Wilmington University
attendance policy which can be found on the University Website or through Blackboard.

Doctor of Education Policy:

Syllabus is sole property of Wilmington University
College of Education
Professional Partners
Creating Environments for Learning
In the Doctor of Education program, faculty must approve all requests for exceptions to the College policy. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

**Course Policy:**
Unexcused absences, other than for bona fide emergencies, will result in a one-letter final grade reduction for each such absence.

**FINDING THE LAW: INTERNET SOURCES**

- Findlaw.com
  - By West Publications, the biggest legal publisher
  - Most recent federal cases available
  - Many recent state cases available
  - Federal and state statutes/codes available

- Law.cornell.edu
  - Has a topic searchable database for a limited number of federal and state court decisions, mostly recent case

- Internet lawyer.com
  - Good for additional links to online sources

- Usalaw.com
  - Good for additional links

Most sites require you to know something about the case in order to find it (name, court, etc.); they are not comprehensively searchable by topic. Contact the instructor for additional ideas or assistance.

**MISCELLANEOUS RESOURCES**

Phi Delta Kappa’s *Kappan* features a monthly article by Perry Zirkel on current legal issues facing education as well as controversial court decisions. These brief articles are excellent for the in-class journal article project. Other professional publications for educators such as the monthly journal of the Education Law Association also feature timely topics. See the instructor if you cannot locate copies of these periodicals or wish to borrow his.

**Representative texts and/or supporting resources:**


Educational Leadership (October, 2001) Recent Supreme Court Decisions


Florida Revised Legal Statutes: (2001)

Illinois Revised Legal Statutes: (2001)


Zirkel, Perry A., Richardson, Sharon N. & Goldberg, Steven S., (2001). A Digest of Supreme Court Decisions Affecting Education. Bloomington Indiana, Phi Delta Kappa Educational Foundation

Additional Course Information and Schedule of Class Activities will be posted on course blackboard sites by individual instructors.

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