COURSE NUMBER: EDD 7105

COURSE TITLE: Leadership, Equity, and Educational Law

COURSE CREDITS: 3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
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<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
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<tr>
<td>35</td>
<td>5</td>
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<td>60-90</td>
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COURSE DESCRIPTION:
This course will focus on ethical and legal issues that arise in educational systems. Its purpose is to provide leaders with the knowledge and skills they need to deal effectively with legal problems, including the ability to practice “preventive law” and to consider creative ways to address problems.

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.
I. PROGRAM COMPETENCIES

| 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 -- 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)

II. 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
2. Journal Article paper for External Structured Assignment
3. Student-led discussion of assigned cases and overall class participation
4. Final paper on current legal issue in education law

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.

III. SEA

Write a paper in which you identify, research, and analyze a significant legal educational issue. You will present a brief oral report of your findings at our last class.
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<tr>
<th>Focus of the Paper</th>
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<tr>
<td>Focus of the Paper</td>
<td>Individual paragraphs and/or the paper as a whole are not focused.</td>
<td>Individual paragraphs and/or the composition are somewhat focused.</td>
<td>The paper and individual paragraphs are, for the most part, focused.</td>
<td>Focused paragraphs and paper ideas. Focus helps the reader to understand how the included ideas relate. Paper has a sense of completeness. Introduction and conclusion add depth to the paper. The writing contributes to the development or quality of the paper.</td>
<td>Extremely focused paragraphs and paper ideas. Paper is complete. The introduction and conclusions add cohesion to the overall ideas within the text. The excellence of the writing enhances the overall clarity, quality, and understandings of the paper.</td>
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<td>Organization</td>
<td>Little or no progression or logic of thought from sentence to sentence or from paragraph to paragraph.</td>
<td>Thought progression not always smooth and logical. Meaningful transitions would strengthen the paper’s thought process.</td>
<td>Paper’s progression of thought is generally smooth and controlled. For the most part, transitions are</td>
<td>Papers progression of thought from sentence to sentence and paragraph to paragraph is smooth and</td>
<td>The thought process from sentence to sentence and paragraph to paragraph are unmistakably clear,</td>
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College of Education
Professional Partners
Creating Environments for Learning
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<th>Idea Development</th>
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<tr>
<td>Absence of transitions and/or thought progression not evident even if there are transitions. Organization strategy is not evident. Ideas presented in a random way making the paper difficult to follow. Too many words and repetition make the ideas difficult to follow.</td>
<td>Absence of transitions and/or thought progression not evident even if there are transitions. Organization strategy is not evident. Ideas presented in a random way making the paper difficult to follow. Too many words and repetition make the ideas difficult to follow.</td>
<td>Development explanations of ideas are brief and so the paper seems superficial, limiting the understanding and appreciation of the writer’s ideas. One or more ideas are attempted to be developed, but there is little evidence of deep thinking because the paper is somewhat general, inconsistent, or meaningless.</td>
<td>Developed ideas are included. Some are more thoroughly and specifically than others. There is evidence of deep thinking, which leads to a general understanding and appreciation of writer’s ideas. Some ideas are thoughtful, but there is little evidence that the writer has been willing to take risks when developing the topic.</td>
<td>Deep thinking shown through some specific and thorough idea development. Thoughtful and insightful idea presentation. Experiences or views of the world make interesting connections among ideas. Compositional risks enhance the quality of the paper’s content.</td>
<td>Deep thinking is clearly evident through thoughtful, specific, and thorough idea development. Unique experiences or views of the world combined with textual support causes the reader to contemplate those connections. Risks are taken that causes the paper to clearly communicate content.</td>
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<td>Voice</td>
<td>Writing conventions</td>
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<td>Writing does not engage the reader. Little or no sense of the writer’s individual voice. Paper does not sound authentic or original. The writing does not convey the writer’s individuality or unique perspective.</td>
<td>Little or no evidence of correctly applied conventions of the English language. Frequent errors in spelling, capitalization, punctuation, grammar, and sentence structure</td>
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<td>There are moments when the paper engages the reader, but fails to sustain the connection. Sections of the paper sound authentic or original, but the writer has difficulty expressing individuality or unique perspective.</td>
<td>Errors in spelling, capitalization, punctuation, grammar, and sentence structure indicate a limited control of writing conventions. Although the errors do not cause</td>
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<td>Writing engages the reader and sustains that connection throughout most of the paper. The paper sounds authentic and original. Writer generally able to express individuality and unique perspective.</td>
<td>Generally good command of spelling, capitalization, punctuation, grammar, and sentence structure. Although there are minor errors, they do not distract from the</td>
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<td>Writing is engaging and sustained throughout the paper. It sounds authentic and original. The paper provides individuality and/or unique perspectives.</td>
<td>Consistent command of spelling, capitalization, punctuation, grammar, and sentence structure. Writer attempts to communicate ideas through interesting forms of expression.</td>
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<td>Writing excellently engages the reader throughout the entire paper. The “voice” within the paper is authentic and original. The writing is extremely unique and provides interesting and unique perspectives in relationship to other textual readings and life experiences.</td>
<td>Flawless command of spelling, capitalization, punctuation, grammar, and sentence structure. Writer communicates complex ideas through sophisticated forms of expression. No errors</td>
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<td>cause lack of fluency. Awkward sentences that interfere with communication of ideas. Lack of APA style of writing.</td>
<td>the writing to be unclear, the paper’s overall fluency is weakened. Some inaccurate words and phrases as well as awkward sentences weaken the overall effectiveness of idea communication. Some APA style and rules applied</td>
<td>paper’s fluency. Generally appropriate words, phrases, and sentence structures that contributes to idea communication. APA style and rules are generally applied.</td>
<td>Minor errors may occur as the writer attempts to communicate complex ideas through unique forms of expression, but does not detract from the paper’s content. Words, phrases, and sentence structures enhance the effectiveness of idea communication. APA style and rules are consistently applied.</td>
<td>occur as the writer communicates complex ideas and there is no distraction away from the paper’s ideas. Words, phrases, and sentence structures flawlessly enhance the idea being communicated. APA style and rules are flawlessly applied.</td>
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IV. COLLEGE OF EDUCATION ATTENDANCE POLICY:

The College of Education attendance policy is in addition to the Wilmington University attendance policy.

**College of Education:**
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.

**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).


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