

School of Education Course Outline Form New Revised

Course Title: Educational Law **Course Number:** EPPL 660
(assigned by Registrar)

Credits: 3 hours **Area:** C&I EPPL SPACE

Course Option: Required Elective If Required, list program(s):
M.Ed. Educational Leadership;
EPPL Ed.D. and Ph.D.: Gen Ed, Spec Ed, Gifted Ed emphases

Basic Course Information

Course Levels: (check all that apply) UG Grad Ed Grad A&S
 Grad Bus Grad Law Grad VIMS

Grading: (check one) Standard Letter Pass/Fail Variable

Schedule Type: (check one) Discussion Dissertation Independent Study/Research Internship
 Lab Lecture Practicum Seminar Thesis

Co-requisites: _____

Pre-requisites: _____

Registration Restrictions

College Restriction: Restricted to Education Majors

Degree Restriction(s): (check all that apply) Bachelors Masters Ed.S. Doctoral

Area Restriction(s): (check all that apply) C&I EPPL SPACE

Level Restriction(s): (check all that apply) UG Grad

Program Restrictions: _____

Unclassified Restrictions: Open to unclassified students Closed to unclassified students

Course Offering Schedule

Fall Fall of Odd years Fall of Even Years
 Spring Spring of Odd years Spring of Even Years
 Summer Summer of Odd years Summer of Even Years
 Other: (Please describe offering cycle)

Course Description

Catalog Text: (not to exceed 50 words)

An examination of principles of school law by use, in part, of the case study approach. Legal foundations of public and non-public schools are studied with consideration given to the Virginia School Code. Basic legal principles and guidelines for assisting teachers, administrators, and other educators are developed.

Course Objectives:

The general goal of EPPL 660 is to assist graduate students in Educational Policy, Planning, and Leadership in developing an understanding of legal issues and principles in education. Related objectives for the course include the following:

1. Demonstrate an understanding of basic principles of law as they relate to education;
2. Examine the legal roles of federal, state, and local government in the operation of schools;
3. Interpret the tension between governmental controls and the exercise of protected individual rights within the school setting;
4. Analyze the legal rights and responsibilities of board members, administrators, teachers, other educational personnel, students, and parents;
5. Apply selected legal principles to the formulation of educational policies and procedures;
6. Demonstrate the ability to understand legal terminology, read and interpret case law, and use selected legal information sources.

Subject Matter Topics:

- A. American legal system
- B. Introduction to legal concepts in education
Review of legal sources and research assistance
- C. Role of federal government
- D. State and local governance of education
- E. Church and state involvement in education
- F. Equal educational opportunity
- G. Student rights and responsibilities
- H. Teacher rights and responsibilities
- I. Tort liability
- J. Contemporary legal issues related

Student Requirements {Assignments & Assessments}:

Assignments

- Text and independent reading assignments
- Legal case analyses
- Virginia School Laws report
- Legal debates or research topical reports and presentations

Assessments

Performance evaluation of assignments

Final Exam

Formative & Summative Course Evaluation Strategies:

Student course evaluation

Analysis of student performance data and outcomes of final examination

Midcourse student feedback

Periodic in-class checks for understanding

Relationship to Conceptual Framework:

Course supports the development of leadership competencies as reflective professionals by building understanding of legal concepts undergirding education. Emphasis is placed on application of key concepts necessary for a sound legal understanding of schools.

Relationship to Speciality Professional Association Standards:

Course content responds to standards established by the Interstate School Leadership Licensure Consortium (ISLLC), the Educational Leadership Constituent Council (ELCC) and preparation program standards for Gifted and Special Education Administration established by the Council for Exceptional Children (CEC).

Faculty Member Proposing Course or Changes: Dr. James H. Stronge

Area Approval Date: Previously approved: No changes being proposed; revised course outline form requested: 12/15/04

Area Coordinator Signature: _____

Curriculum Committee Approval Date: _____

Curriculum Committee Chair Signature: _____

Faculty Approval Date: _____