

School of Education Course Outline Form New Revised

Course Title: Seminar on Legal Issues in Education **Course Number:** EPPL 733
(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: EPPL 660 _____ EPPL 735 _____

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 advanced seminar on school law designed to explore legal issues of interest to graduate students.

Course Objectives:

After satisfactory completion of this course, students should be capable of:

1. Identifying and analyzing significant legal issues in education
2. Translating statutes, governmental regulations, and court decisions into educational policy and administrative procedures
3. Expanding their knowledge of legal issues in education through continued refinement of their skills in legal research, interpretation of statutes, and legal analyses
4. Understanding the nuances of legal reasoning.

Subject Matter Topics:

A. Introduction

1. The American legal system, primarily the forces and trends in the legal environment of educational institutions and ways in which these conditions have culminated into legal issues
2. Express and implied powers of public and private educational institutions

B. Emerging legal concepts influencing education

1. Due process
2. Full disclosure
3. Discrimination

C. The law and the faculty

1. Contracts and tenure
 - a. Protection
 - b. Accountability
 - c. Evaluation
 - d. Dismissal
 - e. Certification
2. Maternity leaves
3. Para-professionals
4. Collective negotiations
5. Recruitment and legal interviews

D. The law and students

1. Rights
 - a. Speech
 - b. Press
 - c. Assembly
 - d. Privacy and personal protection
 - e. Petition
2. Rights of the accused
 - a. Substantive and procedural due process
3. Equal protection
4. Injury, liability, and contributory negligence
5. Conduct and detention
6. Grading and grievances
7. Search and seizure
8. Marriages
9. Student publications

E. General legal issues

1. Handicapped
2. Record keeping and legal protection of pupils and teachers
3. Confidentiality and privileged communication

F. The federal statutes and administrative law

1. Civil Rights Act of 1871
2. Civil Rights Act of 1964, Title VI and Title VII
3. Education Amendment of 1972, Title IX
4. Family Educational Rights and Privacy Act of 1974 (Buckley Amendment)
5. Occupational Safety and Health Act of 1970 (OSHA)
6. Privacy Act of 1974
7. Rehabilitation Act of 1973, Public Law 93-112
8. Sunshine Acts of 1976
9. Age Discrimination Act of 1975, Public Law 94-135, and amendment acts
10. Executive Order 112 46, amended by Executive Order 11375 (Affirmative Action Required)
11. Public Law 94-142; Public Law 93-12, Public Law 93-380.

Student Requirements {Assignments & Assessments}:

Assignments

Textbook reading assignments
Contemporary legal issues analysis
Individual research paper

Assessments

Performance evaluation of assignments

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 of particular interest to the student. Emphasis is placed on application of key concepts necessary for a sound legal understanding of schools.

Relationship to Speciality Professional Association Standards:

The course relates to NCATE standards I.A and I.F. Additionally, the course is consistent with selected guidelines for educational administrator preparation programs stipulated by the Virginia Department of Education, the Interstate School Leaders Licensure Consortium, and the American Association of School Administrators.

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: _____