

*SAMPLE COURSE SYLLABUS*

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**SCHOOL OF EDUCATION**

**COUR**                      **EDUC 747**  
**COURSE TITLE**        **ADVANCED SCHOOL LAW**

**I. COURSE DESCRIPTION**

An in-depth study into educational law and how social and cultural changes are directing how our courts act and react. A new global mind-set present in our high courts has and will continue to re-direct how our courts view many judicial rulings and from those considerations a new set of legal precedents will emerge impacting how our educational systems are viewed by those courts.

**II. RATIONALE**

To study the laws governing education and religious conflicts of our Western world helps us understand the demands, restrictions, and provisions for what is called “separation of church and state”. It would benefit us greatly to devote much time to this study because much of today’s growing societal unrest with education can, and logically so, be connected to the religious unrest throughout our nation and our world.

It is imperative that our school and institutional leaders have a firm grasp on past case precedent and how those decisions could be redirected because of social and cultural changes the courts have determine should be considered. Additionally, our courts are using more European case precedents in determining how American Laws should be applied and/or adjusted. The “global mind-set” has and will continue to impact our judicial system and how new cases will be reviewed and decisions made.

**III. PREREQUISITES**

Acceptance into the Educational Specialist or Doctor of Education program of the Graduate School of Education.

As stated in the Liberty University Catalog, it is the student’s responsibility to make up any prerequisite deficiencies that would prevent the successful completion of this course.

**IV. MATERIALS LIST**

**PLEASE SEE MBS DIRECT FOR UPDATED TEXTBOOK LIST.**

Alexander, Kern, & Alexander. (2012). American public school law. Wadsworth Publishing, CA **ISBN: 13: 978-0495910497**

McCarthy, M., Cambron-McCabe, N., & Eckes, S. (2014). Public school law: Teachers' and students' rights. (7<sup>th</sup> ed.). Pearson Publishing. **ISBN: 978-0-13-261931-8.**

Schaeffer, F. (2005). How should we then live? Crossway Books, IL.  
**ISBN: 978-1581345360**

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A Computer Based Bible with various versions included for ease in researching Biblical topics related to laws of the Old Testament and moralities of the New Testament can be a good reference source.

ACSI Legal Principles-Explore this site for awareness of the material there.

Internet access (broadband or cable required) Microsoft Word and Power Point or some format for visual presenting your project.

## V. MEASURABLE LEARNING OUTCOMES

The student(s) will be able to:

1. From a philosophical and theoretical framework, each student evaluates legal issues involved in public and private education or public and private higher education. The focus is the legal and ethical behaviors of a Christian leader.
2. Each assigned group will research, analyze, and present an educational legal issue that has gained state and/or national media attention. Each group will follow the guidelines given in the development of a PowerPoint presentation to be given the last day of class.
3. In a public or private educational setting, each student will apply legal philosophy and social policy in formulating decisions or underlying legislation.
4. When addressing school issues, each student evaluates Constitutional Amendments, specific state statutes and regulations and will determine how to comply with these requirements under educational circumstances.
5. When reviewing an educational situation, each student analyzes the elements making up a negligence action and determines how to identify potential problem areas to avoid liability.
6. After analyzing the numerous elements of a factual scenario, each student will develop strategies for dealing with specific legal problems from a moral and ethical position.
7. Using the organizational structures of his/her current educational assignment or those of an institution for which he/she has secured permission to study, each assigned student group from similar educational settings will research a current state or national level

educational issue that has caused some level of media exposure and a level of legal liability for the institution.

## VI. COURSE REQUIREMENTS AND ASSIGNMENTS

**PLEASE SEE SYLLABUS IN COURSE FOR DUE DATES AND ASSIGNMENTS.**

### A. **Textbook readings are specified in Course Materials**

### B. **Class Participation is expected daily**

Class participation is defined as coming to class on time in the morning and after breaks, prepared to learn. It is also displayed by participating in class discussions (whole group and small group) as led by the instructor(s).

### C. **Discussion boards (Introduction/Reflection)**

Beginning as soon as time will permit, begin to read Liberty Alert posting in areas that impact your daily decisions. You will be grouped with other administrators and school leaders who will share perspectives on these posting. This is a free website and should be used.

You are also to submit two discussion board posts as part of the pre-assignments for this course. Please see Blackboard for further instructions.

### D. **Schaeffer Critique**

An APA-original work paper will be required. It must be a maximum of 5 double-spaced pages. Follow ALL APA guidelines and you are cautioned on citing your sources. Plagiarism is a growing concern and due to the nature of this course will be consider as an academic violation warranting some level of administrative review. This is a required, pre-assignment for the course.

### E. **Case Studies**

The Case Studies are found in the discussion board tab of Blackboard and are required by each student. Further directions will be provided in class on day 1.

### F. **Jig-Saw Presentation**

The JS Presentation is one presented in class with your assigned small group. Directions will be provided in class during day 1.

### G. **Final Group Presentation**

You are to research a national or state law case at the educational level of your group's institutional interest. Research the case thoroughly and present all sides and issues involved. **Presentation:** The required format of this assignment is

PowerPoint or Prezi. It allows for easy flow and presentation of materials developed. Professional dress is required for this presentation.

You will research an institutional legal issue that has faced an educational district or an administrator (at the building level) within a school district. Because of the diverse enrollment in this course, the institutional level will be according to your educational involvement.

It must be current (within the last 3 to 5 years) which has brought the school and/or district into legal conflict. It had to make national news with its implications. The case must deal with a legal entanglement in a public and private school or district, or department or division of a college or university. If you are a church administrator and thus not associated with an educational institution, your case must deal with a church entanglement which led to a law suit or the threat of a law suit (ex. A church in Dallas area that would not allow a gay family funeral in their sanctuary or the New Jersey case dealing with rental of church property for Gay group gatherings).

This will be a cohort group project and will be organized around grade levels and institutional levels specific for your group. (K-12 levels, community college levels, university levels, church/Christian school levels, etc.)

The purpose of the presentation is to look at the events that occurred at an educational institution or church related institution (ex. Jena High School in Jena, Louisiana) and determine if the leaders involved in this story acted appropriately.

You are to evaluate what took place and look at what should have and could have been done differently in the case? Did the school leadership act appropriately to the issue? What ethical problems could be seen in the leadership's behavior or action? With all this information available, what could have been done to reduce the impact of the case on the institution?

This assignment is to be submitted by each student to LiveText. Failure to do so will warrant a failing grade for this course.

#### **H. Legal Entanglement Plan (Final Exam)**

After your final group presentation is completed, each student is required to write a 5-10 page paper on your PPT/Prezi project. Directions can be found in LiveText. Should the paper exceed the page limit, points will be deducted for this assignment.

#### **I. SCRIP**

You are required to complete the dispositions in LiveText no later than the last day of class. This is a requirement. Directions can be found in LiveText.

**VII. COURSE GRADING AND POLICIES**

<b>Assignment</b>	<b>Due Date</b>	<b>Points</b>
Class Participation	Ongoing	100
Discussion Board (2)	Before Monday's class	100
Schaeffer Critique	Before Monday's class	100
Case Studies (2)	Friday	50
Jig-Saw	Monday	100
Final Group Presentation	Friday	200
Legal Entanglement Plan	Friday	300
SCRIP (Dispositions)	Friday	50
<b>TOTAL</b>		<b>1000</b>

<b>Grade</b>	<b>Percentage</b>
A	960-1000
A-	940-959
B+	920-939
B	890-919
B-	870-889
C+	850-869
C	820-849
C-	800-819
D+	780-799
D	750-779
D-	730-749
F	729 and below

**Late Assignments*****Graduate Education Department policy for intensives***

The nature of this course requires that the candidate interact with the material, professor and other students on a weekly basis. Because of this, it is difficult to achieve the fullest experience in this learning environment when assignments are late. If unable to complete an assignment on time, the candidate must contact the instructor immediately by email to make arrangements for the completion of that assignment. Assignments that are submitted after the due date without appropriate excuse and pre-approval will receive the following deductions:

1. Assignments submitted after the due date will receive a 10% deduction (with the exception of pre-assignments; see policy below).
2. Assignments submitted more than one day late receive a 20% deduction.
3. Assignments submitted after two days late or after the final due date of

the class will not be accepted without documentation or extenuating circumstances. All assignments must be submitted by the course deadline. *[If you are unable to complete the assignments by the course deadline, e-mail your advisor to withdraw prior to the course deadline to avoid a failing grade on your transcript.]*

### **Pre-Assignments**

Any student who does not have the pre-assignments completed will be advised to drop the class and take it at another time. Any student wishing to submit the pre-assignments after our class begins will do so with the understanding that those assignments will not be graded (you will not earn any credit for the pre-assignments submitted after our class begins).

## **VIII. ATTENDANCE POLICIES**

### *Graduate Education Department policy for intensives*

Class attendance is mandatory. In case of unavoidable absence, it is the student's responsibility to contact the professor, submit a reason in writing, and arrange for make-up work. Unexcused absences are subject to grade penalties. A student with more than one-half day absence in weekend or modular classes, whether excused or unexcused, is subject to failing the class.

## **IX. OTHER POLICIES**

- A. **Academic Misconduct**  
Academic misconduct is strictly prohibited. See The Graduate Catalog for specific definitions, penalties, and processes for reporting.
- B. **Disability Statement**  
Online students with a documented disability may contact the DLP Office of Disability Academic Support (ODAS) at [dlpodas@liberty.edu](mailto:dlpodas@liberty.edu) to make arrangements for academic accommodations. Residential students with a documented disability may contact the Office of Disability Academic Support (ODAS) in DH 2016 to arrange for academic accommodations.
- C. **Drop/Add Policy**  
Consult the Graduate Catalog for drop/add policies.
- D. **Dress Code (applies to classes meeting on campus)**  
Students are expected to maintain a neat, professional appearance while in class. Consult your department for additional guidelines.
- E. **Classroom Policies (applies to classes meeting on campus)**

As this is a doctoral level course, it is expected that students will remain professional at all times and keep their use of cell phones and web browsing to a minimum. If there are extenuating circumstances and a phone call is necessary during instruction, I ask that you please step outside the classroom to handle your business.

**X. CALENDAR**

<b>COURSE CHART</b>		
<b>Day 1</b>	<b>Topics</b>	<b>Assignments due this day</b>
	<ul style="list-style-type: none"> <li>• Welcome</li> <li>• Introductions</li> <li>• Blackboard/Syllabus</li> <li>• Assign Jig-Saw/Final Presentations</li> <li>• Sign up for Prayer</li> <li>• Socratic Seminar</li> <li>• Begin Jig-Saw Presentations: Legal Framework (1)</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-Assignments completed before class</li> <li>• How Then Should We Live?</li> <li>• Jig-Saw entire book (details provided in class)</li> </ul>
<b>Day 2</b>	<b>Topics</b>	<b>Assignments due this day</b>
	<ul style="list-style-type: none"> <li>• Religion in the Schools (2)</li> <li>• School Attendance (3)</li> <li>• Student Rights (4)</li> </ul>	<ul style="list-style-type: none"> <li>• Work on Case Studies</li> <li>• Work on Group Presentation</li> </ul>
<b>Day 3</b>	<b>Topics</b>	<b>Assignments due this day</b>
	<ul style="list-style-type: none"> <li>• Desegregation (5)</li> <li>• Special Education (6)</li> <li>• School Safety (7)</li> <li>• Terms of Employment (8)</li> </ul>	<ul style="list-style-type: none"> <li>• Work on Case Studies</li> <li>• Work on Group Presentation</li> </ul>
<b>Day 4</b>	<b>Topics</b>	<b>Assignments due this day</b>
	<ul style="list-style-type: none"> <li>• Teacher Freedoms (9)</li> <li>• Discrimination (10)</li> <li>• Tenure and Dismissal (11)</li> <li>• Labor Relations (12)</li> <li>• School Liability (13)</li> </ul>	<ul style="list-style-type: none"> <li>• Finish Case Studies</li> <li>• Work on Group Presentation</li> </ul>
<b>Day 5</b>	<b>Topics</b>	<b>Assignments due this day</b>
	<ul style="list-style-type: none"> <li>• Final Group Presentations</li> <li>• Final Exam</li> </ul>	<ul style="list-style-type: none"> <li>• Final Presentation completed in class</li> <li>• Final Exam due no later than Sunday (11:59 pm EST).</li> </ul>

**XI. BIBLIOGRAPHY**

Del Giorno, Michael, *Standing Up for What is Right*, 2004  
Brown Books Publishing Group, Dallas, TX

Mawdsley, Ralph D., *Legal Problems of Religious and Private Schools*  
Purposeful Design Publications ACSI

Valente, William D., *Law in the Schools*, 5th edition, 2000  
Prentice Hall College Div.

Whitehead, John W., *The Rights of Religious Persons in Public Schools*, 1994  
Crossway Books Publisher