Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.
COURSE SYLLABUS

EDUC 747
EDUCATIONAL LAW

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.

Note: 700 level courses are only for students enrolled in the Ed.S. or Ed.D. program

RATIONALE

To study the laws governing education and religious conflicts of the Western world helps to understand the demands, restrictions, and provisions for what is called “separation of church and state.” It would benefit 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 the nation and world.

It is imperative that 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 determined should be considered. Additionally, 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 the judicial system and how new cases will be reviewed and decisions made.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm
IV. ADDITIONAL MATERIALS FOR LEARNING
A. Computer with basic audio/video output equipment
B. Internet access (broadband recommended)
C. Microsoft Office
D. Subscribe to Liberty Alert. It is a free, opt-in email to keep you informed about issues affecting our religious freedom, the sanctity of human life, and the traditional family. To subscribe to Liberty Counsel’s Liberty Alert, go to www.lc.org, under FREE SUBSCRIPTIONS (top right corner) click on “Liberty Alert email update,” enter your email address and your name where indicated, and click “Subscribe.”
E. A computer-based Bible with various versions included
F. ACSI Legal Principles

V. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the student will be able to:
A. Evaluate legal issues involved in public and private education or public and private higher education.
B. Research, analyze, and present an educational legal issue that has gained state and/or national media attention.
C. Apply legal philosophy and social policy in formulating decisions or underlying legislation.
D. Evaluate Constitutional Amendments, specific state statutes and regulations, and determine how to comply with these requirements under educational circumstances.
E. Analyze the elements making up a negligence action and determine how to identify potential problem areas to avoid liability.
F. Develop strategies for dealing with specific legal problems from a moral and ethical position.
G. 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**

A. Textbook readings and lecture presentations

B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (3)

Discussion boards are collaborative learning experiences. Therefore, the candidate will participate in 3 Discussion Boards Forums throughout this course. In each forum, the candidate will submit a thread of at least 350 words and at least 2 replies of at least 150 words each.

D. Case Reviews

The candidate will review and reflect upon 3 different precedent-setting case scenarios. Each Case Review must be at least 2 pages, provide citations for relevant case facts, a reference page, and adhere to current APA formatting.

E. Legal Entanglement Project

The candidate will complete this benchmark assignment in 3 parts:

- Analysis: Moral and Legal Issues
- Legal Entanglement Plan: Paper
- Legal Entanglement Project: PowerPoint

The candidate must refer to the detailed directions provided for each section of the Legal Entanglement Project on LiveText and Blackboard.

He or she is to research a national or state law case at the educational level of institutional interest (K12 or Higher Education), research the case thoroughly, and present all sides and issues involved. Notes must be included on each slide.

The student will research a current institutional legal issue (within the last 5 years) that has faced an educational district administrator (at the building level) within a K12 school district or a faculty member in higher education. Because of the diverse enrollment in this course, the institutional level will be according to the student’s educational involvement and program (Ed.S., Ed.D., or Ph.D.).

It has to have made national news with its implications. The case must deal with a legal entanglement in a public or private school or district, or a department or division of a college or university. If the student a church administrator and thus not associated with an educational institution, the case must deal with a church entanglement which led to a lawsuit or the threat of a lawsuit (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).

The purpose of the PowerPoint presentation is to analyze the events that occurred at the educational institution or church-related institution and determine if the leaders involved in the scenario acted appropriately.
G. Analysis: Collaboration

The student will present his or her conclusions from the 2 steps detailed in Livetext to select families and caregivers. He or she will gain their perspectives and collaborate with them to select a topic for the Legal Entanglement Plan and explain how they were involved in the decision-making process of selecting the topic. Length requirement is a 250-word minimum in current APA format.

H. Schaeffer Critique

The student will read "How Then Shall We Live" by Schaeffer. A paper in current APA format will be required. It must be a maximum of 5 double-spaced pages and follow all current APA guidelines.

I. Knowledge Base: Case Law Review

The student will review 4 court cases on his or her selected topic, applying the court’s decision to how the issue is handled consistently, fairly, and ethically within the school. Regarding these court decisions, the student is also to provide a statement as evidence of his or her ability to serve as a spokesperson/advocate on these issues for students and families within the school. Length requirement is a 2-page minimum in current APA format.

J. Knowledge Base: Literature Review

The student will review 4 references from a variety of sources on his or her selected topic. These may be position statements, opinion pieces, research articles, books, etc. The student will identify emerging trends or issues that are likely to affect the school. Regarding these emerging trends, he or she is also to provide a statement as evidence of his or her ability to adapt leadership strategies to address them. Length requirement is a 2-page minimum in current APA format.

K. SCRIP Dispositions

This assignment is due through LiveText and Blackboard.

VII. COURSE GRADING AND POLICIES

A. Points

| Course Requirements Checklist                  | 10 |
| Discussion Board Forums (3 at 30 pts ea)      | 90 |
| Case Reviews                                  | 90 |
| Legal Entanglement Project                    | 100|
|   Analysis: Moral and Legal Issues            | 100|
|   Legal Entanglement Plan: Paper              | 100|
|   Legal Entanglement Project: PowerPoint      | 100|
| Analysis: Collaboration                       | 100|
| Schaeffer Critique                            | 100|
| Knowledge Base: Case Law Review               | 100|
| Knowledge Base: Literature Review             | 100|
| Final Submission of All Components to Livetext| 85 |
| SCRIP Dispositions                            | 35 |
B. Scale
   D- = 730–749   F = 0–729

C. LiveText Submission Policy
   Assignments that are to be submitted to LiveText must be submitted there in order
   to receive credit for them. This includes assignments that are also submitted in
   Blackboard, including those submitted to SafeAssign.

D. Disability Assistance
   Students with a documented disability may contact Liberty University Online’s
   Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to
   make arrangements for academic accommodations. Further information can be
   found at www.liberty.edu/disabilitysupport.

VIII. Bibliography


   resource for knowing and exercising your rights in public education. Wheaton, IL:
**COURSE SCHEDULE**

EDUC 747

Textbooks:  
Essex, *School Law and the Public Schools* (2016). To be purchased by those seeking K12 endorsement  

<table>
<thead>
<tr>
<th>MODULE/WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
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</table>
| 1           | Alexander & Alexander: chs. 1–3, 6–8, 17, 19–20  
Essex: chs. 1, 2, 4–7  
1 presentation | Course Requirements Checklist  
Class Introductions  
Discussion Board Forum 1 | 10  
0  
30 |
| 2           | Alexander & Alexander: ch. 3  
Essex: ch. 2  
1 presentation | Case Reviews  
Legal Entanglement Project  
Analysis: Moral and Legal Issues | 90  
100 |
| 3           | Alexander & Alexander: chs. 9–12, 18  
Essex: chs. 3, 11  
Schaeffer: full text  
1 presentation | Analysis: Collaboration  
Schaeffer Critique | 100  
100 |
| 4           | Alexander & Alexander: chs. 6–8  
Essex: chs. 4–5  
1 presentation | Discussion Board Forum 2  
Knowledge Base: Case Law Review | 30  
100 |
| 5           | Alexander & Alexander: chs. 13–16, 24  
Essex: chs. 8, 10  
1 presentation | Knowledge Base: Literature Review | 100 |
| 6           | Alexander & Alexander: chs. 17, 19–20  
Essex: chs. 6–7  
1 presentation | Discussion Board Forum 3  
Legal Entanglement Plan: Paper | 30  
100 |
| 7           | Alexander & Alexander: chs. 22–23  
Essex: chs. 9, 12  
1 presentation | Legal Entanglement Project: PowerPoint  
Final Submission of All Components to Livetext | 100  
85 |
| 8           | Alexander & Alexander: chs. 4–5, 21  
Essex: ch. 13  
1 presentation | SCRIP Dispositions | 35 |

**TOTAL** 1010

DB = Discussion Board

**NOTE:** Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.