

- I. Education 557: School Law
- II. 3 Credit Hours
- III. Course Description:  
School Law is a survey of the principles and practices of school law and their effect on the administrator and classroom teacher.
- IV. Place of the Course in the Curriculum:  
School Law is part of the core curriculum for a Masters Degree in School Administration. This is a basic course in education law.
- V. Goals and Objectives:  
The goal of this course is to assist the learner in understanding the basic concepts of education law for both public and private schools as well as the interaction among the constitutional rights guaranteed by the U.S. Constitution, state and federal legislatures, and the courts.

Students who complete the course should:

- 1. An appreciation for the law as a manifestation of both societal goals and education policy. (T-D1, LD-S1)
- 2. An understanding of the framework of the constitutional, statutory, and decisional law within which the education administrator must function. (T-D1, LD-S1)
- 3. An understanding of some fundamental concepts of constitutional law pertaining to education. (T-D1, LD-S1)
- 4. An awareness and understanding of major state and federal statutes pertaining to education. (LD-S1)
- 5. An understanding of how some important legal principles pertaining to education have been developed and applied by the courts. (T-D1, LD-S1)
- 6. An understanding of the functions of legislative bodies, administrative agencies, and courts. (T-D1)
- 7. An understanding of the sources of and limitations on the legal powers of governing boards and administrators. (T-D1, LR-K1)
- 8. An understanding of the legal rights and responsibilities of students, parents, and employees in relation to their education institutions. (T-D1, LD-S2, LR-K1)
- 9. A sound conceptual basis that can be applied in the practice of education administration and that will serve as the basis for further learning. (LR-D1)
- 10. Some basic skills in legal research and analysis. (T-D1, LR-D1)
- 11. An awareness of what lawyers do and when they are needed. (LD-S1)
- 12. An appreciation that there are many unclear areas in law and that the results of a particular case will tend to turn on the specific facts. (LD-S2, LR-K1)
- 13. An understanding that an educational administrator must be able to function with some degree of security in what is often an uncertain legal environment. (LD-S1, LD-S2)
- 14. Sensitivity to discriminatory practices. (LD-S2, LR-S2)

15. Sensitivity to legal issues that often arise in the context of education administration. (LD-S2)

VI. Content:

Topics will include: education as a state function, separation of church and state, discipline and corporal punishment, tort liability, contracts, and educator protection against lawsuits. (LR-K1) The evolution, principles, and practice of education law in relation to local, state, and national levels of government will be considered. (T-K1, LR-S1)

VII. Methodology: (LD-S3, LD-S1, LD-S2)

A major course activity will be participation in lecture-discussion sessions. Effective participation requires both attendance and preparation. Class members will be expected to be actively involved in the daily discussions.

VIII. Student Roles: (LD-S3, LD-S1, LD-S2, LD-D1, LR-K1)

To be adequately prepared, the assigned material must be studied. The following written assignments will also be required:

1. Four case study briefs
2. One Board Policy Analysis paper
3. Two situation response papers
4. One policy / procedure assignment
5. A final examination over content covered

IX. Evaluation: (T-S2, T-K1, LR-S1, T-D1, LD-S3, LD-S1, LD-S2, LD-D1, LER-S1, LR-K1)

The course grade will be based on class attendance, class participation, written assignments, and the final examination.

**Course Workload**

In the face-to-face, online, and hybrid classrooms at Concordia University, Nebraska, course workload occurs through student-to-instructor interaction, student-to-student interaction, Blackboard activities, contact with course-specific content, assignments, research, assigned readings, and other activities. Students can expect to devote a minimum of 45 hours of work for each 1-credit hour, as mandated by the U.S. Department of Education.

**Course Participation**

Federal Financial Aid regulations, which Concordia observes for all students, require that students regularly participate in courses in which they are enrolled. All students must log into the course management system (Blackboard) or participate in a face-to-face session weekly in order to avoid being tagged as a non-participant. Students must use the

Concordia Blackboard and e-mail messaging systems to contact instructors and advisors. Students who are unable to participate regularly in their course for any reason should contact their instructor and their advisor. Students who intend to withdraw from a course or a program should notify their instructor and advisor.

### **Academic Integrity**

At Concordia University Nebraska, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all of the work you do. Participating in a behavior that violates academic integrity (e.g., plagiarism, unauthorized collaboration, multiple submissions, cheating on examinations, or fabricating information) will result in your being sanctioned. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment or examination, receiving a failing grade for the course, and/or being suspended from the university.

### **ADA**

Students with a documented disability, who need reasonable accommodations, should contact ADA & Academic Support located in Link Library to arrange an appointment to discuss their individual needs. Students are also encouraged to notify their instructors immediately about any disability-related academic needs they may have. To contact the ADA & Academic Support Director, Angel Hoppe, please call 402-643-7365 or 800-535-5494 ext. 7365 or e-mail [angel.hoppe@cune.edu](mailto:angel.hoppe@cune.edu).

### **Emergency Information**

In inclement weather, check your e-mail, Blackboard, and the Concordia website ([www.cune.edu](http://www.cune.edu)) for information. Your instructor may utilize Blackboard to make-up course time, so please check Blackboard if a class is cancelled. In the event of an emergency while you are in a face-to-face class, follow the instructions of your instructor, ensure you are in a safe location, and, after you are in a safe location, check in with your instructor before leaving so that he or she can account for all students. Also, if you have not already done so, please update emergency contact information in “Banner Self-Service” on the connectCUNE portal (<http://connect.cune.edu>).

### **X. Bibliography:**

- Text: Fischer, L., Schimmel, D., and Kelly, C. (1999) Teachers and the Law. Longman: New York.
- Alexander, K. & Alexander, M. (1998) American Public School Law (4<sup>th</sup> ed.). West/Wadsworth: Belmont, CA.
- Johnson, T. (2002) Historical Documents in American Education. Allyn & Bacon: Boston.
- Reutter, Jr., E. (1994) The Law of Public Education (4<sup>th</sup> ed.). Foundation Press: Westbury, N.Y.
- Zirkel, P., Richardson, S., and Goldberg, S. (1995) A Digest of Supreme Court Decisions Affecting Education (3<sup>rd</sup> ed.). Phi Delta Kappa: Bloomington, IN.

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