

Eastern Illinois University
NEW/REVISED COURSE PROPOSAL FORMAT
 (Approved by CAA on 9/29/11 and CGS on 10/18/11, Effective Fall 2011)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one: New course Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number:** EDL 5410
2. **Title (may not exceed 30 characters, including spaces):** School Law
3. **Long title, if any (may not exceed 100 characters, including spaces):**
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:** Fall Spring Summer On demand
6. **Initial term of offering:** Fall Spring Summer **Year:** 2012

Course description: EDL 5410 School Law (3): This course includes an analysis of selected general legal authorities and principles that effect PK-12 school leaders educational institutions. In addition, the course will require students to consider legal and ethical consequences of decision-making in safeguarding the values of democracy, equity, diversity and social justice. Key content areas will include but not be limited to the various sources of legal authority, the court system, the legislative process, governance of schools, rules and regulations, school policies, religion, student and parent rights and responsibilities, teacher rights and responsibilities, technology issues, curricula decisions, student discipline, bullying, sexual harassment, tort liability, qualified immunity, gender equity, civil rights, residency, and search and seizure.

7. **Registration restrictions:**

a. **Equivalent Courses**

- **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
None
- Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. Yes No

b. **Prerequisite(s)**

- **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.

EDL 5600 Introduction to Organization and Administration

- Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). Yes No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

c. **Who can waive the prerequisite(s)?**

No one Chair Instructor Advisor Other (Please specify)

d. **Co-requisites** (course(s) which MUST be taken concurrently with this one): **None**

e. **Repeat status:** Course may not be repeated.

Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any: **None**

g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: **NA**

8. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] **NA**

9. **Grading methods** (check all that apply): Standard letter CR/NC Audit ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

The grade for this course will not count in a student’s grade point average.

The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

The grade for this course will be removed from the student’s grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).

Credit hours for this course will be removed from a student’s hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

10. **Instructional delivery method:** (Check all that apply.)

lecture lab lecture/lab combined independent study/research

internship performance practicum or clinical study abroad

Internet hybrid other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. **List the student learning objectives of this course. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**

- **Depth of content knowledge**
- **Effective critical thinking and problem solving**
- **Effective oral and written communication**

- **Advanced scholarship through research or creative activity**

Graduate Level Goals for Learning

- Depth of content knowledge
- Effective critical thinking and problem solving
- Effective oral and written communication
- Advanced scholarship through research or creative activity

1. Learning Objectives	Graduate Level Goals	Assignment
Students will demonstrate understanding of how to create a learning environment that promotes and protects the welfare and safety of students and staff. (ELCC 3).	A, B, C, D	Final Exam, “Trouble in Unity”, Advocacy Letters
Given hypothetical scenarios, students will select appropriate legal-ethical-leadership approaches related to promoting student rights and responsibilities. (ELCC 1, 2, 3, 4, 5, 6).	A,B, C, D	Final Exam, “Trouble in Unity”
Students will model principles of self-awareness, reflective practice, transparency, and ethical behavior (ELCC 5)	A, B, C, D	Final Exam, Student-Parent Handbook, “Trouble in Unity”, Legal Issue Report, Advocacy Letters
Students will demonstrate an understanding of how to safeguard the values of democracy, equity and diversity (ELCC 5).	A, B, C, D	Final Exam, Student-Parent Handbook, “Trouble in Unity”, Advocacy Letters
Students will demonstrate an understanding of how to evaluate the potential moral and legal consequences of decision-making. (ELCC 5).	A, B, C, D	Student-Parent Handbook, “Trouble in Unity”, Legal Issue Report, Case Briefs, Final Exam, Advocacy Letters
Students will demonstrate an understanding of how to promote social justice and ensure individual student needs inform all aspects of schooling. (ELCC 5)	A, B, C, D	Student-Parent Handbook, “Trouble in Unity”, Final Exam
Students will demonstrate an understanding how to advocate for children, families and caregivers. (ELCC 6).	A, B, C, D	Advocacy Letters
Students will demonstrate an understanding of how to influence local, district, state and national decisions affecting student learning. (ELCC 6).	A, B, C, D	Advocacy Letters, Student-Parent Handbook, “Trouble in Unity”, Final Exam
Students will demonstrate an understanding of how to assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies. (ELCC 6)	A, B, C, D	Student-Parent Handbook, “Trouble in Unity”, Legal Issue Report, Final Exam, Advocacy Letters
Students will demonstrate an understanding how an education leaders promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal and cultural context. (ELCC 6)	A, B, C, D	Advocacy Letters, Student-Parent Handbook, “Trouble in Unity”, Legal Issue Report, Final Exam
Students will demonstrate through book presentations their ability to present information in an effective manner.	A, B, C, D	Student-Parent Handbook, “Trouble in Unity”, Legal Issue Report, Case Briefs, Final Exam, Advocacy Letters Group Project

1. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

- A. **Case Briefs (50 points):** Students are to “brief” two court cases. Both must be pertinent to an issue of school law. The required sections of the case brief include: Citation, Facts, Issue, Holding, and Reasoning. (There is an example on the website.) Students will be expected to orally share their case briefs with the class. ELCC 5.1, 5.2, 5.3 6.1, 6.2, 6.3
- B. **Handbook/Policy Analysis (50 points):** ELCC 5.1, 5.2, 5.3 6.1, 6.2, 6.3
This assignment requires each student to obtain, review, and analyze their school’s Student-Teacher-Parent handbook in terms of its ethical and legal impact on the administration of a school. Specific assignment subcomponents include:
- Part I: Students are to analyze and discuss whether the handbook contains the legally required or recommended information. Variations will occur depending on the school configuration and the community. (The spreadsheet checklist on the website will be a helpful guide in this regard. The completed checklist will be uploaded to Blackboard WebCT either as a part of the narrative portion described below or as a separate Excel document.)
- Part II: Students will conduct interviews with one administrator and one teacher from their school regarding:
- their familiarity with the contents of the handbook and how they use it on a daily basis,
 - how the handbook is developed and updated, and
 - how its contents are communicated to various school constituencies
- Part III: The “What Are the Consequences?” assignment requires students to apply the terms of the handbook to hypothetical student disciplinary situations. In this portion of the assignment, students should report (underneath the corresponding hypothetical situation) what a student in their school would receive in disciplinary action based on the hypothetical situation.
- Part IV: The paper should also contain a section or sections (depending on how you decide to organize the paper) where students reflect on what they have learned from the various components of this assignment.
- Each student should bring one copy of the reviewed handbook to class for small group discussion and comparison. In completing this assignment, students should reference the corresponding Rubric and the Handbook Checklist. NCATE/ELCC 5.1, 5.2, 5.3 6.1, 6.2, 6.3
- C. **Ethical/Legal Simulation (50 points):** ELCC 5.1, 5.2, 5.3 6.1, 6.2, 6.3
Students will be provided with the Simulation Fact Sheet. This simulation requires students to consider a complex set of “circumstances” related to a school community in crisis. The problem (or opportunity) is the result of changing demographics and a clash of cultures, races and languages. Students are to provide their hypothetical superintendent with an overview of relevant legal and ethical considerations related to student rights, board powers, ELL, and residency. In addition, they are to construct a plan to address these situations that include all school constituencies. In addition, the “superintendent” has requested that the plan also address how these strategies will promote the following considerations:
- Protecting the rights and dignity of others (ELCC 5.1)
 - Maintaining school-wide impartial decision making
 - Ensuring sensitivity and respect for student diversity (ELCC 5.2)
- D. **Advocacy Letters (50 points):** Students will research, write **and send** two advocacy letters on current legislative issues or concerns. The first letter will be sent to one of state elected officials and the second letter will be sent to one federally elected officials. The topics must relate to current state and federal school issues that impact student learning. ELCC 5.1, 5.2, 5.3 6.1, 6.2, 6.3
- E. **Legal Issue Report (125 points):** Each student will select a current legal issue related to education to research. Legal research will be conducted to determine the status of the issue and its impact on school operations. The research may include an analysis of constitutional provisions, statutes, court cases, administrative rules and regulations, journal articles, local board policies, expert opinions, and/or other relevant data including a minimum of 7 citations in addition to the texts for this class. Each student will have the opportunity to present in class. NCATE/ELCC 5.1, 5.2, 5.3 6.1, 6.2, 6.3
- F. **Final Exam (250 points):** This exam will cover issues concerning school law covered during class sessions and assigned readings. The exam is scheduled for the last session. A study guide is available on the website. This is a closed book exam. ELCC 5.1, 5.2, 5.3 6.1, 6.2, 6.3

- G. **Class Participation (25 points):** Students are expected to participate in class discussions, small group discussions and individual presentations. Students can receive a maximum of 1.7 participation points for each class session (15 sessions), for a maximum total of 25 points. If you are not present, you cannot participate.

2. Explain how the instructor will determine students' grades for the course:

Grading Scale	540 - 600 points = A
	480 - 539 points = B
	420 - 479 points = C
	360 - 419 points = D
	0 - 359 points = F

- 3. For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
- Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:** NA
 - Describe how the integrity of student work will be assured:** NA
 - Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):** NA
- 4. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)** NA

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Session 1	Class Overview
Session 2	Introduction to School Law
Session 3	Religion/State Relations
Session 4	Student Management/Discipline/Due Process
Session 5	Search and Seizure
Session 6	Tort Liability/Qualified Immunity
Session 7	Electronics in the Schoolhouse
Session 8	Student Speech Rights
Session 9	Curricular-Instructional Issues
Session 10	Student-Faculty Rights
Session 11	Student Speech
Session 12	Attendance/Residency/Records
Session 13	Special Constituencies Issues
	Individual Legal Issue Presentations
Session 14	Employment Law-Employee Rights
	Individual Legal Issue Presentations
Session 15	Final Exam

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

- a. This proposal is the revision of the current EDA 5410. These changes were made to meet the new state requirements for principal certification programs.
- b. Technology delivered components: NA

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

This course was revised to meet the new state requirements for principal certification programs.

3. If the course is similar to an existing course or courses, justify its development and offering.

This course is not similar to any other existing course.

4. Impact on Program(s):

- a. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

This course is a required course for the Master's of Educational Leadership degree.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: All qualified department approved graduate faculty

2. Additional costs to students: None

3. Text and supplementary materials to be used (Include publication dates):

- Braun, B. (2010). *Illinois school law survey* (11th ed.). Springfield, IL: Illinois Association of School Boards.
- Alexander, K., & Alexander, M. (2005). *American public school law* (6th ed.). Belmont, CA: West/Wadsworth.
- Illinois Compiled Statutes--<http://www.ilga.gov/legislation/ilcs/ilcs.asp>
- School Law Resources-- <http://castle.eiu.edu/~dively/schoollaw.php>

PART VI: COMMUNITY COLLEGE TRANSFER: NA

PART VII: APPROVALS

Date approved by the department or school: 2/15/2012

Date approved by the college curriculum committee:

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA: **CGS:**

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

**Student
Success
Center**

<http://www.eiu.edu/~success/>

581-6696



<http://www.eiu.edu/~counsctr/>

581-3413

**Career
Services**

<http://www.eiu.edu/~careers/>

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**Disability
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581-6583