

**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***

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### **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.

#### **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>

#### **III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

**IV. 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.

**V. 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. (MLO: A, C, D, F)
- 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. (MLO: A, C, D, F)

E. Legal Entanglement Project (MLO: A, B, C, D, E, F, G)

You will complete this benchmark assignment in separate sections.

You must refer to the detailed directions provided for each section of the Legal Entanglement Project in LiveText and use the templates provided for specific sections.

a. Analysis: Moral and Legal Issues

The student will use the available template in Livetext to begin building his or her final project. This assignment must be submitted to Blackboard.

b. Analysis: Collaboration

The student will use the available template in Livetext to begin building his or her final project. This assignment will build upon the Analysis: Moral and Legal Issues assignment. This assignment must be submitted to Blackboard.

c. Knowledge Base: Case Reviews

The student will use the available template in Livetext to begin building his or her final project. This assignment will build upon the Analysis: Collaboration assignment. This assignment must be submitted to Blackboard.

d. Knowledge Base: Literature Review

The student will use the available template in Livetext to begin building his or her final project. This assignment will build upon the Knowledge Base: Case Reviews assignment. This assignment must be submitted to Blackboard.

e. Legal Entanglement Project: Paper

The student will use the available template in Livetext to begin building his or her final project. This assignment will build upon the Knowledge Base: Literature Review assignment. This assignment must be submitted to Blackboard.

f. Legal Entanglement Plan: PowerPoint

The student will use the available template in Livetext to begin building his or her final project. This assignment will build upon the Legal Entanglement Project: Paper assignment. This assignment must be submitted to Blackboard.

g. Final Submission of All Components

The student will combine all of the previously submitted assignments into the final submission of the Legal Entanglement Plan. The student must use feedback from each of the previously submitted assignments prior to submitting the final project: Legal Entanglement Plan. Ed.D students will need to submit all components through LiveText in addition to Blackboard.

F. 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. (MLO: A, D, F)

G. SCRIP Dispositions

Following the instructions listed in Livetext, the candidate will write a brief response on each of the School of Education SCRIP dispositions (social responsibility, commitment/work ethic, reflection, integrity, and professionalism). The candidate will submit the assignment via Livetext and Blackboard.

**VI. 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	
Analysis: Moral and Legal Issues	100
Analysis: Collaboration	100
Legal Entanglement Plan: Paper	100
Legal Entanglement Project: PowerPoint	100
Knowledge Base: Case Law Review	100
Knowledge Base: Literature Review	100
Final Submission of All Components	85
Schaeffer Critique	100
SCRIP Dispositions	35
<b>Total</b>	<b>1010</b>

A. Scale

A = 960–1010    A- = 940–959    B+ = 920–939    B = 900–919    B- = 880–899  
 C+ = 860–879    C = 840–859    C- = 820–839    D+ = 800–819    D = 780–799  
 D- = 760–779    F = 0–759

B. LiveText Submission Policy

All LiveText assignments must be submitted to Blackboard and LiveText in order for the candidate to receive credit. **LiveText Submission Exception:** Candidates pursuing the following programs: M.Ed. in Higher Education, Ed.S. in Higher Education Administration, the Ph.D. in Education, and the Ph.D. in Higher Education Administration, are not required to submit this assignment in LiveText, but must submit this assignment in Blackboard.

B. Disability Assistance

Candidates with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at [equityandcompliance@liberty.edu](mailto:equityandcompliance@liberty.edu). Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

**VII. BIBLIOGRAPHY**

- Alexander, K., & Alexander, M. D. (2004). *American public school law* (6th ed.). Belmont, CA: Wadsworth, Cengage Learning. ISBN: 9780534274245.
- Stader, D. (2006). *Law and ethics in educational leadership*. Upper Saddle River, NJ: Pearson. ISBN: 9780131119819.
- Staver, M. D. (1995). *Faith and freedom: A complete handbook for defending your religious rights*. Wheaton, IL: Crossway Books. ISBN: 9780891078357.
- Whitehead, J. W. (1994). *The rights of religious persons in public education: A complete resource for knowing and exercising your rights in public education*. Wheaton, IL: Crossway Books. ISBN: 9780891077374.

## ***COURSE SCHEDULE***

### **EDUC 747**

Textbooks: Alexander & Alexander, *Higher Education Law* (2017). **To be purchased by those seeking higher education**  
 Essex, *School Law and the Public Schools* (2016). **To be purchased by those seeking K12 endorsement**  
 Schaeffer, *How Should We Then Live?* (2005).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Alexander & Alexander: chs. 1–3, 6–8, 17, 19–20 Essex: chs. 1, 2, 4–7 1 presentation	Course Requirements Checklist Class Introductions Advising Guide Acknowledgement Discussion Board Forum 1	10 0 0 30
<b>2</b>	Alexander & Alexander: ch. 3 Essex: ch. 2 1 presentation	Case Reviews Legal Entanglement Project Analysis: Moral and Legal Issues	90 100
<b>3</b>	Alexander & Alexander: chs. 9–12, 18 Essex: chs. 3, 11 Schaeffer: full text 1 presentation	Analysis: Collaboration Schaeffer Critique	100 100
<b>4</b>	Alexander & Alexander: chs. 6–8 Essex: chs. 4–5 1 presentation	Discussion Board Forum 2 Knowledge Base: Case Law Review	30 100
<b>5</b>	Alexander & Alexander: chs. 13–16, 24 Essex: chs. 8, 10 1 presentation	Knowledge Base: Literature Review	100
<b>6</b>	Alexander & Alexander: chs. 17, 19–20 Essex: chs. 6–7 1 presentation	Discussion Board Forum 3 Legal Entanglement Plan: Paper	30 100
<b>7</b>	Alexander & Alexander: chs. 22–23 Essex: chs. 9, 12 1 presentation	Legal Entanglement Project: PowerPoint Final Submission of All Components	100 85
<b>8</b>	Alexander & Alexander: chs. 4–5, 21 Essex: ch. 13 1 presentation	SCRIP Dispositions	35
<b>TOTAL</b>			<b>1010</b>

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**.