

**EDLE 612: Education Law
Spring 2006 Syllabus**

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Course Description:

612 Education Law (3:3:0)

Prerequisites: EDLE 610 and admission to the program. Corequisite: EDLE 791. Provides legal foundations of U.S. public schools. Examines general principles of statutory and case law, and applies judicial decisions to educational environments. Focuses on legal responsibilities, constraints, and opportunities of public school officials. Includes a component of Special Education law.

Course Goals:

Education law is a composite of state and federal constitutions; statutory law enacted by Congress; state legislatures; local government units; judicial decisions; rules promulgated by federal, state, and local regulatory agencies; and the decisions of the various courts. Each day, however, these same institutions change and refine law and the factors that create legal change. Students should develop the ability to apply the course materials to improve legal and rational thinking, problem solving, and decision making in the public and private education enterprise. This basic course is designed to provide educators and others with a broad overview of the legal aspects of the organization, operation, and control of education in the United States.

In order to develop a conceptual framework of how the law informs education leadership, specific *course content* includes:

- The meanings of “legal” or “law-based” education leadership and the role education practitioners play in the legal environment surrounding the day-to-day activities of an education leader.
- Articulating a vision for effective education leadership, management and administration through students understanding and interpretation of school law.
- Analyzing organizational and societal behavior in regards to student’s personal values and/or versus the public issues of law.

In order to develop a *classroom climate* in which discussions concerning the concepts of law and how such concepts are applied in the legal environment surrounding the day-to-day activities of an education leader it is imperative that we (instructor and class):

- Come fully prepared for each class session.

- Create an environment that allows participants to seek new ideas and voice opinions without fear of ridicule or embarrassment. In other words, demonstrate appropriate respect for each other.
- Seek a balance between personal feelings (mores/values) and constructive feedback (the non-personal “coldness” of the law). In other words, be open to debate and examination of legal-based concepts

Relationship of Course Goals to EDLE Program Goals

This course is part of the required licensure sequence in Education Leadership and intended to introduce students to the tenets of law that guide the education enterprise. All of the EDLE Program Goals are active, to a greater or lesser degree, in this course. Students will:

- Refine their perspectives on education administration and the law to enhance their leadership skills.
- Understand that their personal values do not always match adjudicated legal tenets.
- Assess their legal knowledge strengths as well as areas for development.
- Understand their respective roles as an education advocate and law enforcer within a larger community and in a diverse society.
- Further develop communication skills.

This course addresses a variety of *ELLC Standards*, focusing primarily on the following: 1.1, 1.2, 2.1, 2.4, 3.1, 3.2, 4.2, 5.1, 5.2, 5.3, 6.1, 7.1.

Student Outcomes

After the successful completion of this course (Grades A through B are considered *successful*, Grade C is *marginal*) of this course, students should be able to:

- Articulate their core beliefs regarding the law.
- Analyze education issues and policies using legal concepts and tenets.

Text(s):

Required: The Principal’s Quick Reference Guide to School Law: Dunklee/Shoop. 1st Edition. Corwin Publishing/Sage Press

Optional: Anatomy of a Lawsuit: Shoop/Dunklee. Corwin Publishing/Sage Press

Requirements, Assignments, and Evaluation (Grading) Standards:

- Class sessions will consist of a presentation with discussion. Students are expected to attend classes and actively participate in discussion. Students who have to miss a class, or part of a class, must e-mail the instructor in advance with the date and rationale. Not all absences will be excused. Emergency absences will of course, be handled on an individual basis.
- Students are expected to read the assigned text and other materials as presented in class.

- Assignments will consist of (1) reading the text in alignment (*text material or chapter(s) to upcoming lectures*) and (2) reviewing any other material(s) presented in class.
- There will be two examinations, written or oral, administered during the course. The exams will focus on instructor identified minimum competencies “concepts.” The instructor may choose to shorten one or both examinations and/or require a research paper. One or both examinations may be based on a “jury deliberation” model. Examination due dates are: Mid Term Examination (DBT), Final Examination (DBT).
- Student performance will be evaluated based on (1) class participation and attendance (70%) of total grade, (2) written examinations (20%) of total grade, and (3) assignments (10%) of total grade. (A=85-100%, B=75-84%, C=65-74%, D=55-64%).

GSE Syllabus Statements of Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Correspondence

If for any course or program related reason, the instructor needs to contact you, such correspondence will be limited to your GMU activated e-mail account. It is the student’s responsibility to check his or her account frequently.

Calendar/listing of class meeting dates and lectures/reading assignments: (all sessions for this course will start at 4:30) (Reading assignments are *not* date-flexible. Instructor lectures, on the other hand, are controlled by class interaction and conceptual learning and *are* date-flexible).

Class Meeting Dates:

Section 001 (Campus)

Jan. 23, (Introduction and The School and Legal Environment)

(Text Reference Pgs. 18-46, 47-71)

30 (The Legal Relationship of the Principal to the Teacher)

(Text Reference Pgs. 72-103)

Feb. 6

13 (The Legal Relationship of the Principal to the Student)

(Text Reference Pgs. 104-120, 121-137, 138-163, 164-175)

20

27 (Program Management)

(Text Reference Pgs. 176-187, 188-194, 195-253, 254-271)

Mar. 6

(Spring break on the 13th)

20

27

Apr. 3,

10

17 (Tort Liability for Negligence and Risk Management)

(Text References=Pg. 7-17, 272-312)

24

May, 1

(9 Exam. Schedule)

Section 601 (Off Campus-Oakview) (Reading assignments same as above)

Jan. 24,31

Feb. 7,14,21,28

Mar. 7,21,28, (Spring Break on the 14th)

Apr. 4,11,18,25

May 2 (9 Exam Schedule))