



Academic Affairs - Course Proposal Form

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Academic Unit: EDLP		Department Chair: Dr. Edmund Lee	
Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>		Date: September 18, 2006	
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	CCE: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
		Semester Effective: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> 2007 <input type="checkbox"/>	
Prefix & No. EDD 611	Title: Legal Issues for Educational Leaders	Units: 2.0	

Change to:

Prefix & No.	Title:	Units:
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JUSTIFICATION:

Educational leaders at the highest levels of influence and responsibility must be thoroughly familiar with both the laws that govern their educational institutions as well as the complex political, legislative, and cultural forces that shape these laws. A major emphasis in this joint doctoral program is also on influencing the legislative and policy formation process towards positive educational change. Educational leaders must also understand how federal, state and local, laws, policies, practices, case law, and precedent all interact in today's educational institutions.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy.)

See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description

This course examines key legal issues that govern daily and long-range decisions of educational leaders. The course focuses on understanding California and federal codes, case law, policies, and significant precedent and will emphasize analysis of key legal concepts and application of law to major areas including finance, personnel, risk management, curriculum, student services, teacher rights, torts, student rights, and access. The course also examines trends in law and the initiation and influence of educational law to positively influence educational institutions.

Note:

Prerequisite: Admission into the CSUS Ed. D. in Educational Leadership Program

Corequisite:

CAN (California Articulation Number):

Graded: Letter Credit/No Credit Instructor Approval? Yes No

Course Classification: C-05	Title for SIS+ (not more than 25 characters) Legal Issues Ed Leaders
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Cross Listed? Yes No If yes, with what course:

How Many Times Can This Course be Taken for Credit? Once

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc." See the example at <http://www.csus.edu/acaf/example.htm>

Students will be able to:

- 1) Cite significant cases and their influence on key areas of educational law
- 2) Demonstrate knowledge and apply key concepts in the major areas of school law including: pupil records, student discipline, separation of church and state, employee rights, student rights, first amendment rights, and torts.
- 3) Diagram and explain the inter-relationship and sources of law and regulation including federal, state, local laws, codes, policy, state and federal constitution, administrative regulations, precedent, case law, etc.
- 4) Show understanding of the various judicial systems and their relationships.
- 5) Conceptualize how their leadership roles may interface with the legal system
- 6) Explain the appropriate use of attorneys and how school and college leaders work with attorneys for the betterment of their institutions.
- 7) Reflect on self values and ethics and their interface with law.
- 8) Analyze legal case studies and cite key legal provisions and decision points in these cases.

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs. *Identify theory authors with an asterisk

Assessment Strategies:

A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

1. Analysis and presentation of case studies (20%)
2. Educational research assignments (4 assignments in varied areas) (40%)
depth, research, critical analysis, references
3. Quizzes and tests on key legal concepts and their application (20%)
4. Attendance and participation (10%)
5. Written reflection on legal concepts and situations (10%)

For whom is this course being developed?

Students in the CSUS Ed. D. in Educational Leadership Program

Majors in the Dept _____ Majors of other Depts _____ Minors in the Dept _____ General Education _____ Other

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes No _____

If yes, identify program(s): CSUS Ed. D. in Educational Leadership Program

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes _____ No

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). _____

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:

	Date
Department Chair: <i>Admund L. L...</i>	9-18-2006
College Dean or Associate Dean: <i>[Signature]</i>	9/18/2006
CPSP (for school personnel courses ONLY)	
Director of Curriculum, Assessment & Accreditation (for the Vice President for Academic Affairs)	

Distribution: Academic Affairs (original and two copies) Department Chair and College Dean. A copy of this form should be e-mailed, along with the hard copies, as an attachment to lovinesd@csus.edu by the Dean's office after it is approved at that level.

Topical Outline for Legal Issues Course :

1. Sources of law and regulation and the interrelationships between these sources.
2. Interrelationship between law and policy.
3. Influencing and initiating legal and policy change in complex systems
4. Advanced legal concepts, applications, and update: Torts
5. Advanced legal concepts, applications and update: Student Rights
6. Advanced legal concepts, applications, and update: Contracts
7. Advanced legal concepts, applications, and update: Teachers Rights and Personnel
8. Advanced legal concepts, applications, and update: Church and State
9. Advanced legal concepts, applications, and update: Special Education
9. Interrelationships between law and trends in education on the State and Federal level.
10. Application of legal concepts to problem solving in complex organizations.
11. Study of case law and precedence in education.
12. Working with counsel, testifying, and related issues in leadership positions.

Reading List: Legal issues Course

- Alexander K. and Alexander, David M. (1999). *American Public School Law* (4th Edition) International Thomson Publishing Company
- California Special Education Program: A Composite of Laws.* (26th Edition). (2003). Sacramento: California Department of Education
- Essex, Nathan. (2002). *School Law and the Public Schools.* Boston, MA: Allyn and Bacon.
- Fischer, L. Schimmel, D., Stellman, L. (2003). *Teachers and the Law.* Boston, MA.: Allyn and Bacon
- LaMorte, M.W. *School Law Cases and Concepts.* Boston, MA.: Allyn and Bacon.
- Port, Lillian Lee. (2003). *Between A Rock and A Hard Place.* Foster City, CA: California School Law Publishers
- Streshly, W. A., Walsh, J., & Frase, L. E. (2001). *Avoiding legal hassles: What school administrators really need to know.* Thousand Oaks, CA: Corwin Press.
- Yell, Michell. (1998). *The Law and Special Education.* Columbus, Ohio: Prentice Hall.