

## **SYLLABUS**

### **EDD 611 LEGAL ISSUES FOR EDUCATIONAL LEADERS**

**Spring 2018**

**California State University Sacramento  
College of Education  
Doctorate in Educational Leadership**

Class meets Saturday 5:30-9:30 p.m. Sunday 8 a.m. – 5 p.m., ARC 1009

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Office Hours: By appointment

#### **COURSE OBJECTIVES**

This seminar is designed for EDD students who are interested in securing the following:

- Familiarity with the basic legal structure within which public schools function;
- Tools for understanding key education-related provisions of federal and state laws, as well as the regulations interpreting the laws;
- Knowledge regarding key court ruling rulings, particularly those that impact on the functions of educational leaders;
- Fluency in basic relevant legal terminology necessary to be able to participate effectively in conversations with co-workers and subordinates on school law concepts and in discussions of school law issues with supervisors, school counsel, parents and members of the community; as well as
- Developing strategies and techniques for avoiding and reducing legal claims against schools.

#### **REQUIRED TEXTBOOK**

Education Law: Equity, Fairness, and Reform  
Black  
ISBN-13: 9781454876465

I will also post a few articles in Google Docs that will be used during class.

#### **EXPECTATIONS**

Students in this course are expected to work through the material and ask for assistance if it is needed at the time it is needed. I will be available outside of class if you have questions about the material in this course or if you seek clarification on concepts. Keep in mind that

we will be taking some unique approaches to the content. Ideally, we will never have a boring class. All of these assume you have read the material and have a basic understanding of the content. You should also expect questions from your classmates on clarifying your points. Please take these as opportunities to learn and refine your thinking and ours. *Students are expected to keep the conversation thoughtful and respectful.*

Students in this course are expected to have both an email account and use their internet access, as some class materials and the class project will be available on the Internet via Google Docs. There is an expectation that you are somewhat familiar with Google docs. If this is not the case, please let me know.

## **COURSE REQUIREMENTS**

**Opportunity to Learn “state minimums”:** Our class will investigate the historical origins and aspects of the Opportunity To Learn movement and standards. Guided by the California context, the class will collaboratively develop a document in Google Docs to define “state minimums” for Opportunity to Learn standards. The workgroup document will introduce the approach and then specifically detail the most critical issues Opportunity to Learn standards and set numeric minimum based on empirically research.

Your participation in this class activity will be graded by self-report. You will submit a sheet of paper with the specific times that you worked collaboratively on the project and list contributions that you made to the Opportunity To Learn “state minimums” project. You will also submit a suggested grade and percentage of effort to the course instructor to assess your contributions.

### **Amicus Brief**

Amicus briefs are legal arguments filed in court cases by non-litigants with a strong interest influencing the subject matter before the court. The briefs seek to advise judges of relevant, additional information or arguments— including social science research— that the court may choose to consider when ultimately deciding the case.

You will sign up to write a 4-5 page amicus brief by choosing from the topics in the syllabus. There should be only one amicus per topic. Each brief should address: A manageable aspect of a U.S. Supreme Court case within the topic (i.e., given the limited amount of time that you have to address the topic, the brief can be completed and turned in on time), central (i.e., captures a primary aspect of the legal issue), and coverage and framing (i.e., organizing evidence be gathered to support your issue in court).

Questions to consider in your brief: What connections are there between the legal issue and the broad social, economic, and political changes? larger society? What problems were the prior legal precedents designed to remedy? How do you explain the origins, and effects of the legal issues? How has the legal issue get converted into policy or proposed policy? What individuals, private groups or government agencies were involved in forming and adopting the policy? To what degree were potential intended and unintended consequences anticipated?

Extensive research (Library, Internet, Google stalking☺) is essential for treating any legal issue and you will be expected to identify, locate, and use relevant sources for your topic.

**The amicus should be 4-5 pages** (typed, double-spaced) excluding appendices and references. For examples, see amicus brief examples from *Fisher* case in Google Docs. Your amicus brief must be typewritten and submitted using APA Publication Manual, 6<sup>th</sup> edition (ISBN 978-1433805615). If you are uncomfortable with this format, buy the APA manual or utilize free resources on the web. Knowing APA is particularly important when citing research and formatting papers (headings, title page, etc.).

**Due February 4, 2018**

### **Amicus Ignite**

To present your amicus brief in class, we will use the Ignite presentation format. The following description of Ignite presentations is condensed from Wikipedia:

Ignite is a presentation where participants are given five minutes to speak about their ideas and personal or professional passions, accompanied by 20 slides. Each slide is displayed for 15 seconds, and slides are automatically advanced. The presentations are meant to "ignite" the audience on a subject, i.e. to generate awareness and to stimulate thought and action on the subjects presented. Source:  
[http://en.wikipedia.org/wiki/Ignite\\_\(event\)](http://en.wikipedia.org/wiki/Ignite_(event))

There should be only one amicus and Ignite presentation per topic. I will pass around a sign-up sheet to divvy up presentation times for the second Sunday.

**Due February 4, 2018**

***Grading.*** The course is letter graded. Late work will be accepted with a letter grade deduction for each day beyond the due date.

*Due to the rapid and incremental pace of the course, more than one unexcused absence from class or not logging in will result in a 0 for participation.*

Active participation is an essential part of learning in this class. Participation means contributing to the lecture, activities and discussion.

The letter grade for this course will be calculated as follows:

- |   |     |
|---|-----|
| • Attendance and participation in class | 30% |
| • Opportunity To Learn class project    | 20% |
| • Amicus brief “ignite” presentation    | 10% |
| • 4-5 page amicus brief                 | 40% |

### CRITERIA FOR JUDGING WRITTEN WORK

1. *Completeness*

Are all parts of the assignment included?

2. *Accuracy*

Is what you say correct and supported by evidence? Accuracy refers to your summary of main points, your use of concepts learned in class, use of evidence from readings and other sources, choice of words, precision in quoting, and use of statistics and citations.

3. *Analysis*

Are the main ideas in an argument you are analyzing (or an argument that you are constructing) identified? Have you identified and analyzed implicit assumptions? Is the logic of the argument coherent? Is the evidence used to support the argument examined for strengths and weaknesses?

4. *Quality of writing*

- Is the writing clear to reader?
- Is writing succinct (not wordy)?
- Is writing organized to help the reader move easily from beginning to end of paper (headings, etc.)?
- Are key statements supported by examples, details, etc.?
- Are positions taken in the paper supported by both evidence (facts, details, etc.) and argument (reasoning that includes analogies, metaphors, examples, etc.)
- Is overall piece of writing attractive to a reader?

**Use American Psychological Association (APA) style for references in text (NOT Bluebook or Chicago).**

COURSE SCHEDULE AND TOPICS

Tentative Date	Reading	Topic
1/20	Ch. 1	Introduction: Education Law and Challenge of Inequality
1/20	Ch. 3**	Poverty
1/20		Opportunity to Learn “State Minimums”
1/20		Fisher (Affirmative Action) Writing Amicus Briefs
1/21	Ch. 2**	Race
1/21	Ch. 4	Ethnicity, Language and Immigration Status
1/21	Ch. 5	Gender
1/21	Ch. 6	Students with Disabilities
2/3		Opportunity to Learn “State Minimums”
2/3	Ch. 7**	Discipline

2/4	Ch. 8	Freedom of Expression
2/4	Ch. 9	Religion in the Schools
2/4	Ch. 10	Creation and Control of the Curriculum
2/4	Ch. 11**	Federal Reform, Accountability, and Testing
2/4	Ch. 12	Teachers
2/4	Ch. 13**	Charters schools, Vouchers, and Homeschooling
2/4		Ignite Presentations

\*\*More comprehensive classroom focus