

**GEORGE MASON UNIVERSITY  
GRADUATE SCHOOL OF EDUCATION  
Education Leadership Program**

**EDLE 612, Section C01  
Summer 2015, 3 credit hours**

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In person – by appointment only (Thompson Hall – Room 1300)

**Course Term:** June 29 – August 1, 2015

### **Course Description**

#### **EDLE 612 Education Law (3:3:0)**

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 component of Special Education law.

**Prerequisite(s):** EDLE 620 or EDSE 743; EDLE 690 and EDLE 791.

### **Course Delivery Method**

This course will be delivered online using an **asynchronous** (not “real time”) format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “[@masonlive.gmu.edu](mailto:@masonlive.gmu.edu)”) and email password. The course site will be available on June 29, 2015. Through reading, case studies, court cases, and presentations, candidates will learn how to analyze and resolve legal and ethical dilemmas, how to interpret, synthesize and apply regulations, constitutional, statutory, and case laws to PK-12 school based scenarios, and how to use legal research resources.

*Vision: The Education Leadership Program is dedicated to improving the quality of pre-K – 12 education through teaching, research, and service. Candidates and practicing administrators engage in course work devoted to experiential learning, professional growth opportunities, and doctoral research that informs practice. We educate exceptional leaders who act with integrity as they work to improve schools.*

## **Course Materials**

### ***Required Text:***

Gooden, M., Eckes, S., Mead, J.F., & McNeal, L.R. (2013). *Principal's Legal Handbook* (5th ed.). Education Law Association (ELA)

Shapiro, Joan P. & Stefkovich, Jacqueline A. (2010). *Ethical Leadership and Decision Making in Education* (3rd ed.). Routledge

## **Course Content**

Legal problems with students, parents, and community organizations are increasing in number and complexity and official reactions and solutions to these problems are likely to be subjected to judicial review. A wrong step can land the school administrator in court—with the accompanying expense, notoriety and always embarrassment. Litigation cannot be avoided entirely, but school systems, administrators and teachers can minimize it and increase their chances of success in suits filed by knowing the law, anticipating problems, and taking precautionary steps. The body of school law, both statutory and case has increased by leaps and bounds in the last decade. Colleges and universities preparing prospective teachers and administrators have offered courses in school law. Some state legislatures and state boards of education have prescribed training in school law as one of the prerequisites for certification.

### ***Teaching and Learning***

Each class will include a variety of activities and exercises. Out-of-class work will rely on readings and on the use of resource task sheets created to complement the primary text. Specific process goals for the class are as follows:

1. Discussion and collaboration are key aspects of this course. All candidates are expected to make multiple, thoughtful contributions to class discussions and assigned projects, based on assigned readings, research, and informed consideration of what classmates have previously said.
2. Writing is an important activity for many roles within schools. Therefore, the process of writing is incorporated so that candidates will achieve the following objectives:
  - a. develop greater confidence in their ability to write effectively using expository, analytical, and persuasive methods;
  - b. learn how to review their own work and the work of others to eliminate errors and maximize clarity; and
  - c. produce written products immune to criticism from a skeptical public.
3. We will endeavor to create an on-line environment that approximates what we know about learning organizations. Consequently, it is important that we create a space that allows participants to try out new ideas and voice opinions without fear of ridicule or embarrassment. The hallmark of a learning

organization is a balance between openness and constructive feedback; hence, everyone is expected to:

- a. demonstrate appropriate **respect for one another**;
- b. voice concerns and opinions about class process openly;
- c. engage in **genuine inquiry**;
- d. recognize and celebrate each other's ideas and accomplishments;
- e. show an awareness of each other's needs; and
- f. **maintain strict confidentiality** regarding any information shared.

### **Course Objectives**

This course serves as the foundation for understanding the legal process related to education in the Master's sequence in Education Leadership. All of the program goals are active, to a greater or lesser degree, in this course. Candidates taking this course will:

1. Engage in reflective practice with regard to education law (internship-related assignments);
2. Strengthen and improve their communication skills through class discussion, writing, and collaborative group work
3. Understand the legal implications and responsibilities associated with cultural, economic, and learning diversity;
4. Reflect on the intersection of law and ethics and the ethical implications of applying education law to everyday situations in schools and school divisions; and
5. Learn how to use the Internet to obtain legal information.

### **Candidate Outcomes**

Candidates will focus on major legal and ethical issues in education. At the end of this course, successful candidates will be able to:

1. evaluate school based dilemmas through the use of philosophical and theoretical ethical models;
2. identify precedent and emerging issues in education law;
3. apply constitutional, case, and statutory law to issues of student discipline
4. apply federal and case law to issues of sexual harassment and child abuse; and
5. analyze key education law issues in a manner which reveals comprehension of political, social, ethical, and legal influences, specifically the principles, laws, policies, cases & regulations that are applicable in education as they apply to special populations.

### **Relationship of Course to Internship (EDLE 791)**

Although the internship is a separate course, the Education Leadership program has integrated "embedded experiences" into course work. This means that some of the work for this class is related to your internship. You may write about embedded experiences

in your internship journal and Collective Record, but they can only count over and above the minimum 320 hours required for the internship.

### National Standards and Virginia Competencies

The course addresses VADOE Competencies, ISLLC Standards, and ELCC (NCATE) Standards dealing with the legal, ethical, and political context of education. Specific ELCC Standards addressed include: 3.3, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, and 6.3. Virginia competencies include: c(6) Legal issues and e(1) Philosophy of education that reflects honesty, fairness, caring, and equity. In addition to these competencies, candidates will develop an explicit understanding of Virginia's "Child Abuse and Neglect Recognition and Intervention Act (Code of Virginia 22.1-98). Such understanding will include:

1. Recognizing child abuse and neglect
2. Reporting child abuse and neglect
3. Intervention following a child protective services investigation

### Technology Requirements

This course will be delivered on GMU's Blackboard platform, so students are required to have access to Blackboard. A Blackboard site is available to all students enrolled in the course at: <http://mymason.gmu.edu>. You need to log on using your GMU user name and password. To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for PCs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - **Adobe Acrobat Reader:** <http://get.adobe.com/reader/>
  - **Windows Media Player:** <http://windows.microsoft.com/en-us/windows/download-windows-media-player>
  - **Apple QuickTime Player:** [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- A headset microphone for use with the Blackboard Collaborate web conferencing tool Blackboard

### Other Technology Reminders

**Bb Collaborate:** You will communicate with your colleagues and instructor using Bb Collaborate for both group collaborate sessions and the instructor's virtual office hours. We may also use **Skype and Google Hangout** as possible video communication platforms when needed.

**Email: All candidates are required to activate and monitor their GMU e-mail accounts. I strongly recommend** that you do not forward your Mason e-mail to a different account because attachments are often lost that way. It is best to check e-mail directly from your Mason account daily. Per university policy in compliance with federal law, I will only communicate with candidates via their GMU email accounts and will be unable to respond to emails sent from other accounts (i.e., gmail, yahoo, work email, etc.). Any announcements regarding the course will be sent to your GMU account. I will respond to emails within 24 hours, excluding weekends.

## **Course Requirements**

### ***General Expectations***

Consistent with expectations of a Master's level course in the Education Leadership program, grading is based heavily on student performance on written assignments and project based learning activities. The assignments constructed for this course reflect a mix of skills associated with the application of constitutional, statutory and case laws, policies, and regulations that inform decision making and advocacy for all members of the school community. The two types of work will be assessed using the following broad criteria:

#### *Expectations for Written Work*

- Use appropriate grammar.
- Writing should be the caliber of a graduate student.
- Use Times Roman or Arial 12 point font.
- Include a cover page with name, date & assignment.
- Follow **APA guidelines** (double space, references, etc.)
- Spell correctly
- Type all work.
- Write clearly.
- Find a good proofreader!
- **Avoid plagiarism!!!!**

#### *Expectations for Group Work*

Each team member has a clearly identifiable role of contribution.

- Proof read multimedia in use.
- Use clear transitions.
- Manage time.
- Conduct a practice run.

Additionally, a significant portion of the class grade will be based on participation in various individual and group activities. The overall weights of the various performances are as follows:

## **Evaluation Criteria: Performance-Based Assessment**

### ***Class participation 125 points***

1 point for each quiz

Candidates are expected to participate actively in class discussions, small group activities, and in serving as critical friends to other colleagues. The participation rubric is available on the course site. Participation points will be assessed as part of each unit and the activities are as follows:

**Orientation (10 points)**

- Syllabus Quiz
- Review of Intelligent Design on Trial

**Unit 1 (10 points)**

- Ethical Decision Making Discussion Board Post
- Core Values Video

**Unit 2 (55 points)**

- Ceremonial Rights Case Study. Blog Post
- Of Textbooks and Tenets. Mozart v. Spartanburg. Short Answer Quiz
- Equal Access. Short Answer Quiz
- Case Study Analysis, *A Day of Silence, A Day of Truth, and a Lawsuit*. Blog Post
- Court Case Brief. Hardwick v. Heyward. Discussion Board Post

**Unit 3 (30 points)**

- Case Study Analysis, *A Student' Right to a Harassment Free Education*
- Child Abuse: Short Answer Quiz
- Torts: Discussion Board

**Unit 4 (15 points)**

- School Leader as State Actor
- School Leader as Supervisor
- School Leader as Advocate

***Assignments - 375 points***

The following four assignments will be completed during the semester. Each is a required performance for this course.

1. Ethics Code and Case Analysis
2. Legal Issue Analysis – Search and Seizure
3. Legal Issue Analysis – Sexual Harassment
4. Special Populations Analysis of Cases

Each assignment relates to the application of ethics and law in the school context. A description of each assignment and a rubric for grading each assignment are included at the end of this syllabus.

Submission of Work: All assignments must be submitted **on time, electronically via Blackboard**.

Late work: Candidates' work is expected on time, meaning no later than by midnight of the due date. Late assignments will not be accepted except in emergency situations that

have been discussed and approved by the instructor in advance of the due date. Please take advantage of instructor office hours and availability to get assistance prior to assignment deadlines.

### **Grading Scale:**

|    |   |                  |
|----|---|------------------|
| A+ | = | 500 points       |
| A  | = | 475 - 499        |
| A- | = | 450 - 474        |
| B+ | = | 435 - 449        |
| B  | = | 415 - 434        |
| B- | = | 400 - 414        |
| C  | = | 375 - 399        |
| F  | = | Below 375 points |

### ***On-line Expectations***

- **Course Week:** Because online courses do not have a “fixed” meeting day, our week will **start** on Monday and **finish** on Sunday.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor. Since this is a five week course, this should occur daily.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **daily** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post. **Be**

**positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

### **George Mason University Policies and Resources for Students**

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- **Student Responsibilities:** Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- **Plagiarism Statement:** Statement of English Department at George Mason University Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful, to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism. (Statement of English Department at George



Mason University)George Mason University operates under an honor system, which is published in the University Catalog and deals specifically with cheating, attempted cheating, plagiarism, lying, and stealing. Please familiarize yourself with the honor code, especially the statement on plagiarism (<http://www.gmu.edu/facstaff/handbook/aD.html>). If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor or utilize the GMU writing center.

- **Plagiarism and the Internet:** Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material.
- **Academic Integrity & Inclusivity:** This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences. That means, we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable. <http://integrity.gmu.edu/>
- **Diversity, Religious Holiday:** Please refer to George Mason University's calendar of religious holidays and observations (<http://ulife.gmu.edu/calendar/religious-holiday-calendar/>). It is the student's responsibility to speak to the instructor in advance should their religious observances impact their participation in class activities and assignments.
- **Student Privacy Policy:** George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records. Please see George Mason University's student privacy policy <https://registrar.gmu.edu/students/privacy/>
- **Professional Dispositions:** Students are expected to exhibit professional behaviors and dispositions at all times.
- **Students with Disabilities:** All students with questions or concerns about this class are encouraged to set up a time to meet with the professor, preferably during the first week of the semester. Students with disabilities should work with the Disabilities Resource Center (DRC) to identify appropriate accommodations and communicate those with the professor.

## Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

## Proposed class schedule:

To accommodate the learning needs of the class, the topics and reading schedule may be amended during the semester. Any changes will be communicated via email or Blackboard.

**Note:** Please refer to the Weekly Schedule on Blackboard for the most up-to-date version of the course schedule.

|   | Date         | Lessons   | Reading  | Activities/ Assignments  |
|---|--------------|---|--|--|
| 1 | June 29 - 30 | Course Orientation<br>Overview:<br><ul style="list-style-type: none"> <li>Sources and Systems of Law</li> <li>Practice and Paradigms in Ethics</li> </ul> | <ul style="list-style-type: none"> <li>ELA: Chapter 1</li> <li><i>Ethical Leadership and Decision Making in Education</i>: pgs. 1-9</li> </ul>   | <ul style="list-style-type: none"> <li>Syllabus Quiz</li> <li>The Evolution of A Case: Intelligent Design on Trial</li> </ul>  |
| 2 | July 1       | Unit 1 Lesson 1<br><ul style="list-style-type: none"> <li>Ethical Decision Making</li> </ul>  | <ul style="list-style-type: none"> <li><i>Are You Prepared to Defend the Decisions You've Made?"</i></li> <li><i>Ethical Decision-Making And Ethical Responding: An Analysis And Critique Of Various Approaches Through Case Study</i></li> </ul>        | <ul style="list-style-type: none"> <li>Discussion Board Post</li> </ul>  |
| 3 | July 2       | Unit 1 Lesson 2<br><ul style="list-style-type: none"> <li>Philosophical Sources of Authority</li> </ul>   | <ul style="list-style-type: none"> <li>Review select organizational codes</li> </ul>   | <ul style="list-style-type: none"> <li>Discussion Board Post (Philosophical Pairings)</li> </ul>   |
| 4 | July 3       | Unit 1 Lesson 3<br><ul style="list-style-type: none"> <li>Theoretical Sources of Authority</li> </ul>   | <ul style="list-style-type: none"> <li><i>Ethical Leadership and Decision Making in Education</i>: pgs 10-27</li> </ul>  | <ul style="list-style-type: none"> <li>Discussion Board Post (Core Values Video)</li> </ul>  |
| 5 | July 6       | Unit 2 Lesson 1<br><ul style="list-style-type: none"> <li>Religious Liberty</li> </ul>  | <ul style="list-style-type: none"> <li>The Principal's Legal Handbook: Chapter 30</li> <li><i>Ethical Leadership and Decision Making in Education</i>: pgs. 95-97 and Case 7.2 <i>Ceremonial Rights</i></li> </ul>                                       | <ul style="list-style-type: none"> <li><b>Submit Assignment One Ethics Code Case Study and Analysis (July 6<sup>th</sup>)</b></li> <li>Show What You Know: Equal Access</li> </ul>   |
| 6 | July 7-8     | Unit 2 Lesson 2<br>Freedom of Expression  | <ul style="list-style-type: none"> <li>The Principal's Legal Handbook: Chapter 3</li> <li>Library Reading: <i>A Day of Silence, A Day of Truth and a Lawsuit</i> (Individual Activity)</li> <li>Court Case: <i>Hardwick v. Heyward</i> (2013)</li> </ul> | <ul style="list-style-type: none"> <li>Discussion Board Post<br/>Court Case Brief: <i>Hardwick v. Heyward</i> (Group Activity)</li> <li>Case Study: <i>A Day of Silence, A Day of Truth and a Lawsuit</i> (Individual Activity)</li> </ul> |

## Proposed class schedule -- continued:

|    | Date       | Lessons  | Reading   | Activities/ Assignments   |
|----|------------|--|---|---|
| 7  | July 9     | Unit 2 Lesson 3 <ul style="list-style-type: none"> <li>Cyber speech</li> </ul>   | <ul style="list-style-type: none"> <li>The Principal's Legal Handbook: Chapter 9</li> <li><i>Ethical Leadership and Decision Making in Education</i>: Case 10.4 pgs. 167-171</li> </ul>   | <ul style="list-style-type: none"> <li>Discussion Board: Civil Liberties in Cyberspace</li> <li>Case Study (Individual Activity)</li> </ul>   |
| 8  | July 10    | Unit 2 Lesson 4 <ul style="list-style-type: none"> <li>Search and Seizure</li> <li>Due Process</li> </ul>                      | <ul style="list-style-type: none"> <li>The Principal's Legal Handbook: Chapter 4</li> <li><i>Ethical Leadership and Decision Making in Education</i>: pgs. 155-159 and Case 10.1 <i>Keeping Children Safe</i></li> <li>Court Case: BOE of Independent SD No 92 of Pottawatomie City v. Earls (2005) and Vernonia SD v. Acton (1995).</li> </ul> | <ul style="list-style-type: none"> <li>Case Study (Individual Activity)</li> <li>Podcast: Goss v. Lopez (1975)</li> <li>Court Case Review</li> <li><b>Submit Assignment Two Search &amp; Seizure (July 12th)</b></li> </ul> |
| 9  | July 13    | Unit 2 Lesson 4:<br>Search and Seizure Case Reviews  | <ul style="list-style-type: none"> <li>Classmates' Case Analyses</li> </ul>   | <ul style="list-style-type: none"> <li>Class discussion</li> </ul>  |
| 10 | July 14    | Unit 2 Lesson 5 <ul style="list-style-type: none"> <li>FERPA</li> </ul>  | <ul style="list-style-type: none"> <li>The Principal's Legal Handbook: Chapter 5</li> <li><i>Ethical Leadership and Decision Making in Education</i>: pgs. 83-87 Case 6.1 <i>A Home for Marlon</i></li> </ul>   | <ul style="list-style-type: none"> <li>FERPA Video Lecture</li> <li>Case Study (Individual Activity)</li> </ul>   |
| 11 | July 15    | Unit 3 Lesson 1 <ul style="list-style-type: none"> <li>Sexual Harassment</li> </ul>  | <ul style="list-style-type: none"> <li>The Principal's Legal Handbook: Chapter 8</li> <li>Library Reading: <i>The Right to a Harassment Free Education</i></li> </ul>   | <ul style="list-style-type: none"> <li>Individual Activity</li> <li>Case Study (Group activity)</li> </ul>  |
| 12 | July 16    | Unit 3 Lesson 2 <ul style="list-style-type: none"> <li>Child Abuse</li> </ul>  | <ul style="list-style-type: none"> <li>The Principal's Legal Handbook: Chapter 7</li> </ul>   | <ul style="list-style-type: none"> <li>Case Study (Group activity)</li> </ul>   |
| 13 | July 17    | Unit 3 Lesson 3 <ul style="list-style-type: none"> <li>Torts</li> </ul>  | <ul style="list-style-type: none"> <li>The Principal's Legal Handbook: Chapter 26</li> </ul>  | <b>Submit Assignment Three Sexual Harassment (July 19)</b>  |
| 14 | July 20    | Sexual Harassment Case Reviews   | <ul style="list-style-type: none"> <li>Classmates' Case Analyses</li> </ul>   | <ul style="list-style-type: none"> <li>Class Discussion</li> </ul>  |
| 15 | July 21-24 | Unit 4 Lesson 1 <ul style="list-style-type: none"> <li>IDEA</li> <li>ELL</li> <li>Homelessness</li> <li>Segregation</li> </ul> | <ul style="list-style-type: none"> <li>The Principal's Legal Handbook: Chapter 12, 15, 18</li> <li><i>Ethical Leadership and Decision Making in Education</i>: pgs. 114-117 and Case 8.1 <i>When All Means All</i></li> <li>The Principal's Legal Handbook: Chapter 36-37</li> </ul>  | <ul style="list-style-type: none"> <li>Court Case Brief: Brown v. BOE (Group Activity)</li> <li>Court Case Brief: Rowley v. Hudson (Group Activity)</li> <li>Case study (Individual Activity)</li> </ul>                    |

**Proposed class schedule -- continued:**

|    | <b>Date</b>  | <b>Lessons</b>  | <b>Reading</b>  | <b>Activities/ Assignments</b>   |
|----|--------------|---|---|--|
| 16 | July 27      | Unit 4 Lesson 1   | <ul style="list-style-type: none"><li>• Case studies corresponding to Assignment 4</li></ul>        | <b>Class Discussion</b>  |
| 17 | July 28      | Unit 4 Lesson 2 <ul style="list-style-type: none"><li>• Teacher Employment</li></ul>                          | <ul style="list-style-type: none"><li>• The Principal's Legal Handbook: Chapter 21 and 23</li></ul> | <ul style="list-style-type: none"><li>• Short Answer Response</li></ul>  |
| 18 | July 29 - 30 | Unit 4 Lesson 3 <ul style="list-style-type: none"><li>• Supervision</li><li>• Collective Bargaining</li></ul> | <ul style="list-style-type: none"><li>• The Principal's Legal Handbook: Chapter 25 and 33</li></ul> | <b>Submit Assignment Four Special Populations (July 31<sup>st</sup>)</b> |
| 19 | Aug 1        | Special Population Reviews  |   | <b>Class Discussion</b>  |

## Assignment One

### Ethics Code, Case Study & Analysis

This assignment has three parts as described below and in detail in the Ethical Case Study Rubric:

**DUE DATE: July 6, 2015**

**ASSIGNMENT VALUE: 95 Points**

#### I. Develop a Code of Ethics.

Identify key ethical and legal principles, personal values, and reference to the source of authority (e.g., theoretical, philosophical, personal beliefs, morals, etc ) for these principles and values.

- A. Examine at least 3 existing codes of ethics to support the development of your code. You should also provide the name and link to these codes in a reference list for this assignment, or a copy of each code in an appendix to the paper. Clearly explain the influence of these codes on your personal development of a code of ethics.

- B. Develop your own personal code of ethics.

#### II. Identify and write a case study about an ethical dilemma in your school system, then use your Code of Ethics to analyze the case study.

- A. Identify the rights and interests of all individuals involved in the case study.
- B. Explain how you used your code of ethics in conjunction with ethical lenses to analyze the ethical dilemma in your case study.
- C. Your discussion should clearly demonstrate your commitment to confidentiality, sensitivity to diverse interests, and respect for the rights, dignity, and integrity of others.

#### III. Seek feedback from a colleague in your school system about how you used your Code of Ethics to analyze the identified ethical dilemma.

- A. Explain briefly why you chose this colleague and describe the general nature of the discussion.
- B. Share how your colleague reacted and any advice or insights that your colleague shared with you regarding the application of your ethical code to the case study analysis.
- C. Formulate a detailed leadership response to the ethical dilemma that includes an analysis of the moral and legal consequences of decision making in the school.

### Ethical Case Study Assessment Rubric

|  | <b>Exceeds Expectations<br/>4</b>   | <b>Meets Expectations<br/>3</b>   | <b>Approaching Expectations<br/>2</b>   | <b>Falls Below Expectations<br/>1</b>  |
|--|---|---|---|--|
| <p><b>ELCC 5.1</b><br/>Candidates demonstrate understanding of need for integrity and fairness through the development of an ethical code based on ethical and legal principles.<br/>(15%)</p> | <p>The candidate develops a code of ethics that includes clearly identified ethical and legal principles from at least 3 different professional codes of ethics, and clearly explains how the developed code reflects understanding of the ethical and legal principles that are critical to school leadership.</p> | <p>The candidate develops a code of ethics that includes ethical and legal principles from 3 different professional codes of ethics, and explains how the developed code reflects general understanding of the ethical and legal principles that are critical to school leadership.</p> | <p>The candidate develops a code of ethics that includes ethical and legal principles from only 2 codes of ethics, and/or discussion of the developed code lacks evidence of understanding of the ethical and legal principles that are critical to school leadership.</p>      | <p>The candidate develops a code of ethics but fails to identify ethical and legal principles as the primary source and foundation of the code. Discussion of the developed code lacks evidence of understanding of the ethical and legal principles that are critical to school leadership.</p> |
| <p><b>ELCC 5.3</b><br/>Candidates understand and safeguard the values of democracy, equity, and diversity within the school.<br/>(25%)</p>   | <p>The candidate thoroughly describes an ethical dilemma and carefully evaluates several school policies and procedures that would support resolution of the dilemma. The candidate demonstrates in-depth understanding of the need to promote democratic values, equity, and respect for diversity.</p>            | <p>The candidate briefly describes an ethical dilemma and evaluates several school policies and procedures that would support resolution of the dilemma. The candidate demonstrates understanding of the need to promote democratic values, equity, and respect for diversity.</p>      | <p>The candidate poorly describes an ethical dilemma and evaluates school policy and procedures that would support resolution of the dilemma. The candidate demonstrates limited understanding of the need to promote democratic values, equity, and respect for diversity.</p> | <p>The candidate fails to describe an ethical dilemma, and also fails to evaluate school policies and procedures that would support resolution of the dilemma. The candidate fails to demonstrate understanding of the need to promote democratic values, equity, and respect for diversity.</p> |

**Ethical Case Study Assessment Rubric -- continued**

|  | <b>Exceeds<br/>Expectations<br/>4</b>   | <b>Meets<br/>Expectations<br/>3</b>  | <b>Approaching<br/>Expectations<br/>2</b>   | <b>Falls Below<br/>Expectations<br/>1</b>  |
|--|---|--|---|--|
| <b>ELCC 5.2<br/>Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. (25%)</b> | The candidate thoroughly describes discussion with a colleague to formulate a detailed leadership response to an ethical dilemma; and analyzes the leadership decision demonstrating specific awareness of established ethical standards and practices. | The candidate sufficiently describes discussion with a colleague to formulate a leadership response to an ethical dilemma; and analyzes the leadership decision, explaining established ethical standards and practices.             | The candidate describes discussion with a colleague to formulate a leadership response to an ethical dilemma; and analyzes the leadership decision, explaining established ethical standards and practices.   | The candidate fails to describe discussion with a colleague to formulate a leadership response to an ethical dilemma; and analyzes the leadership decision, explaining established ethical standards and practices.                                    |
| <b>ELCC 5.4<br/>Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. (25%)</b>  | The candidate uses the code of ethics and four ethical lenses to analyze the case, and clearly demonstrates a commitment to confidentiality, sensitivity to diverse interests, and respect for rights, dignity, and integrity of others.                | The candidate applies the code of ethics and three ethical lenses to analyze the case, and demonstrates a commitment to confidentiality, sensitivity to diverse interests, and respect for rights, dignity, and integrity of others. | The candidate makes limited application of the code of ethics and the ethical lenses to analyze the case, and fails to clearly demonstrate a commitment to confidentiality, sensitivity to diverse interests, and respect for rights, dignity, and integrity of others. | The candidate fails to apply either the code of ethics or the ethical lenses to analyze the case and fails to demonstrate a commitment to confidentiality, sensitivity to diverse interests, and respect for rights, dignity, and integrity of others. |
| <b>Writing and flow of thought are clear and thorough, content is scholarly and instructive. Paper is grammatically correct. (10%)</b>   | The paper is generally error-free, reflects extensive editing, proofreading, and graduate level work. Sentence structures and word choice are excellent.  | The paper is generally error-free, reflects sufficient editing, proofreading, and graduate level work. Sentence structures and word choice are good.   | The paper contains spelling and grammatical errors, reflects poor editing and proofreading, and is approaching graduate level work. Sentence structures and word choice are adequate.   | The paper contains numerous spelling and grammatical errors, reflects poor editing and proofreading, and is approaching graduate level work. Sentence structures and word choice are poor.   |

**Assignments 2 & 3**  
**Legal Issue Analysis (70 points per case)**

Candidates are expected to demonstrate the capacity to evaluate school based dilemmas and subsequently make leadership decisions that are in the best interests of students and are both legally and ethically sound. Expertise will be demonstrated through the identification and considered application of constitutional, statutory and case laws, policies, regulations, and ethical models to resolve issues presented in each assigned case. Candidates will be expected to work in small collaborative groups to analyze court holdings, develop class presentations, and recommend implications for leadership in school environments. Video presentations must be consistent with the specific directions provided by the instructor as well as the requirements in the Legal Issue Analysis Rubric. This rubric will be used to evaluate each of the two case assignments. The final aspect of these assignments requires each candidate to develop a one page narrative that presents either a comprehensive dissenting opinion for each case, or a plan for implementation of the transformational task in the leadership decision cycle. Group assignments are presented in the Groups section on Blackboard.

**DUE DATES: July 10, 2015** (Due Process & Search and Seizure)

**July 17, 2015** (Sexual Harassment, Child Abuse, Immunity & Liability)

**Legal Issue Analysis - Assessment Rubric**

|  | <b>Exceeds Expectations</b><br><b>4</b>   | <b>Meets Expectations</b><br><b>3</b>  | <b>Approaching Expectations</b><br><b>2</b>  | <b>Falls Below Expectations</b><br><b>1</b>   |
|--|---|--|--|---|
| <b>Introduction</b><br>(5%)  | Analysis begins with a clear description of the facts and legal issue in question. The crux of the dilemma is clearly and accurately presented in conjunction with a comprehensive overview of the case scenario.       | Analysis begins with a general description of the facts and legal issue in question. The crux of the dilemma is clearly presented in conjunction with a basic overview of the case scenario.                           | Analysis begins with an unclear or limited description of the facts and legal issue in question. The crux of the dilemma is presented in conjunction with an incomplete overview of the case scenario. | Analysis begins with a confusing and unclear description of the facts and legal issue in question. The crux of the dilemma is not presented, and fails to provide an overview of the case scenario. |
| <b>ELCC 3.3</b><br><b>Candidates understand and promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.</b><br><br>(10%) | At least two school policies or procedures are identified and a thorough explanation as to how these policies and procedures are applicable to promoting a safe school environment for staff and students is specified. | At least two school policies or procedures are identified and a general explanation as to how these policies and procedures are applicable to promoting a safe school environment for staff and students is specified. | A school policy or procedure is identified and a general explanation of how the policy or procedure is applicable to promoting a safe school environment for staff and students is specified.          | A school policy or procedure is identified but no explanation as to how the policy or procedure is applicable to promoting a safe school environment for staff and students is specified.           |



### Legal Issue Analysis - Assessment Rubric - continued

|   | <b>Exceeds<br/>Expectations<br/>4</b>   | <b>Meets<br/>Expectations<br/>3</b>  | <b>Approaching<br/>Expectations<br/>2</b>  | <b>Falls Below<br/>Expectations<br/>1</b>  |
|---|---|--|--|--|
| <b>ELCC 6.1<br/>Candidates understand and can advocate for school students, families, and caregivers. (15%)</b>   | Multiple citations of relevant constitutional, statutory and case laws, policies, and regulations that inform decision making and advocacy for all members of the school community are applied in context.  | Citations of relevant constitutional, statutory and case laws, policies, and regulations that inform decision making and advocacy for all members of the school community are applied in context.  | Citations of relevant constitutional or statutory and case law, policies, and regulations that inform decision making and advocacy for all members of the school community are applied in context.   | Citations of relevant constitutional or statutory and case law, policies, and regulations that inform decision making and advocacy for all members of the school community are omitted.  |
| <b>ELCC 6.2<br/>Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment. (15%)</b>     | A clear analysis of the relationship between the macro environment (political, social, economic, legal and cultural elements) and the school context is exemplary. The analysis includes clear & specific reference to the leader's communication practices to appropriate school stakeholders. | An analysis of the relationship between the macro environment (political, social, economic, legal and cultural elements) and the school context is adequate. The analysis includes a general reference to the leader's communication practices to appropriate school stakeholders. | An analysis of the relationship between the macro environment (political, social, economic, legal and cultural elements) and the school context is incomplete. The analysis includes a limited reference to the leader's communication practices to appropriate school stakeholders. | An analysis of the relationship between the macro environment (political, social, economic, legal and cultural elements) and the school context is unacceptable. The analysis neglects to reference the leader's communication practices to appropriate school stakeholders. |
| <b>ELCC 5.1<br/>Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student's academic and social success. (15%)</b> | A comprehensive analysis of leadership practices to the degree they are characterized by fairness and integrity to ensure that school policies support the academic and social success of all students.   | A general analysis of leadership practices to the degree they are characterized by fairness and integrity to ensure that school policies support the academic and social success of all students.  | A limited analysis of leadership practices to the degree they are characterized by fairness and integrity to ensure that school policies support the academic and social success of all students.  | An inadequate analysis of leadership practices is presented that makes no reference to how leadership practices are characterized by fairness and integrity to ensure that school policies support the academic and social success of all students.                          |

## Legal Issue Analysis - Assessment Rubric – continued

|   | Exceeds<br>Expectations<br>4   | Meets<br>Expectations<br>3   | Approaching<br>Expectations<br>2   | Falls Below<br>Expectations<br>1  |
|---|--|--|--|---|
| <b>ELCC 5.2<br/>Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. (10%)</b>        | A thorough analysis of leadership decisions in terms of established ethical practices, self-awareness, reflective practice and transparency is in evidence (philosophical, theoretical ethical paradigms). | A general analysis of leadership decisions in terms of established ethical practices, self-awareness, reflective practice and transparency (philosophical, theoretical ethical paradigms). | The candidate includes a limited analysis of leadership decisions in terms of established ethical practices or self-awareness or reflective practice or transparency (philosophical, theoretical ethical paradigms). | The candidate omits an analysis of leadership decisions in terms of established ethical practices, self-awareness, reflective practice and transparency (philosophical, theoretical ethical paradigms). |
| <b>ELCC 5.4<br/>Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. (10%)</b><br><br><i>Transformational Task or Dissenting Opinion</i> | The candidate presents a leadership perspective that is clearly informed by an evaluation of moral, ethical, and legal consequences of decisions that impact the school environment.                       | The candidate presents a leadership perspective that is generally informed by an evaluation of moral, ethical, and legal consequences of decisions that impact the school environment.     | The candidate presents a leadership perspective that is loosely informed by an evaluation of moral, ethical, and legal consequences of decisions that impact the school environment.                                 | The candidate presents a leadership perspective that is loosely informed by an evaluation of moral, ethical, and legal consequences of decisions that impact the school environment.                    |
| <b>Discussion of information and references is useful and instructive. (10%)</b>  | The presentation sources numerous (8-10) high quality references that are critically evaluated and incorporated in the analysis of the case.   | The presentation sources several (6-7) high quality references that are critically evaluated and incorporated in the analysis of the case.   | The presentation sources several (6-7) but not high quality references that are critically evaluated and incorporated in the analysis of the case.   | The presentation sources insufficient and poor quality references that insufficiently evaluated.  |

## Legal Issue Analysis - Assessment Rubric – continued

|   |   |  |   |   |
|---|---|--|---|---|
| <p><b>Organization, mechanics, and proofreading.</b></p> <p><b>(5%)</b></p> | <p>The work is well-organized and error-free; non-discriminatory language is used, clear sentence structures are used. APA format is correct.</p> | <p>The work is organized. Occasional grammatical or word errors are present. Non-discriminatory language and clear sentence structures are used. A few unclear word choices are present. APA format is used.</p> | <p>The work is somewhat organized. Several errors are present. Language is discriminatory in nature. Sentence structures are unclear and word choices are confusing. APA format is incorrect.</p> | <p>The work is poorly organized. Many errors and discriminatory language are present. Sentence structures are poor, word choices are confusing, and APA format is not used.</p> |
| <p><b>Presentation and Engagement</b></p> <p><b>(5%)</b></p>                | <p>Clearly and professionally designed and presented, inspiring wide feedback and online response.</p>  | <p>Clearly and professionally designed and presented, inspiring some feedback and online response.</p>   | <p>Clearly and professionally designed and presented, inspiring limited feedback and online response.</p>   | <p>Clearly presented, however, it inspires no feedback or online response.</p>  |

**Assignment 4**  
**Special Populations Case Analyses and Briefs**

**DUE DATE: July 31, 2015**

**ASSIGNMENT VALUE: 140 Points**

Candidates will work in their groups on the assigned topic. These topics have been identified because of their relationship to the larger political, social, economic, legal, and cultural context of schools that impacts educational opportunities for students as well as the rights of families and caregivers. Candidates will first independently complete five one page case briefs in which they analyze significant statutes, regulations, and judicial holdings that address the provision and protection of educational opportunities for all students. Each case brief should identify and analyze recent case law; although, one or two historic or landmark cases may be included as appropriate. Each case brief should be organized to include all elements of a court decision including: the case citation, the facts of the case, the legal issue in question, the court's holding, an explanation and analysis of the court's reasoning, as well as the implications and recommendations for school leaders. Candidates will then collaborate with their group members to develop a video presentation that summarizes the collective findings, key ideas, and strategies to inform education leadership practice. Each candidate will view each of the five other presentations and offer substantive commentary about the topic and how the findings inform school leadership practice. The group assignments are presented in the following table.

|         |                                |
|---------|--------------------------------|
| Group 1 | Special Education - Discipline |
| Group 2 | Homelessness                   |
| Group 3 | English Language Learners      |
| Group 4 | School Resegregation           |
| Group 5 | Special Education - FAPE       |
| Group 6 | Poverty                        |

**The rubric for this assignment is presented on the following page.**

### Special Populations Case Analyses and Briefs

|  | <b>Exceeds<br/>Expectations<br/>4</b>   | <b>Meets<br/>Expectations<br/>3</b>   | <b>Approaching<br/>Expectations<br/>2</b>  | <b>Falls Below<br/>Expectations<br/>1</b>  |
|--|---|---|--|--|
| Introduction<br>5%   | The citation is addressed correctly. All significant details have been included.  | The citation is included correctly, but certain details have been overlooked.   | The citation is included, but it is partially incorrect.   | The citation is either not included or is completely incorrect   |
| <b>ELCC 5.5</b><br>Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling.<br>20%<br><br>FACTS & ISSUE | The candidate's written assessment of the fact pattern is comprehensive and the legal issue is clearly defined to reveal a clear understanding of the policy and practice variables that impact equity and social justice for all students. | The candidate's written assessment of the fact pattern and legal issue reveals a general understanding of the policy and practice variables that impact equity and social justice for all students. | The candidate's written assessment of the fact pattern and/or legal issue reveals a limited understanding of the policy and practice variables that impact equity and social justice for all students. | The candidate's written assessment of the fact pattern and/or legal issue is missing or reveals a lack of understanding of the policy and practice variables that impact equity and social justice for all students. |
| <b>ELCC 6.2</b><br>Candidate understands local, district, state, and national decisions affecting student learning.<br>15%<br><br>HOLDING  | The candidate provides extensive discussion of the case holdings and how the courts' judgments impact local, district, state and national laws and policies that affect student learning.   | The candidate provides sufficient discussion of the case holdings and how the courts' judgments impact local, district, state and national laws and policies that affect student learning.          | The candidate provides limited discussion of the case holdings and how the courts' judgments impact local, district, state and national laws and policies that affect student learning.                | The candidate provides insufficient discussion of the case holdings and how the courts' judgments impact local, district, state and national laws and policies that affect student learning.                         |
| <b>ELCC 5.4</b><br>Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. 20%<br><br>REASONING                                  | The candidate identifies 4 ethical (moral) and legal principles influencing the court's reasoning to support decision making about the identified issue.  | The candidate identifies 3 ethical (moral) and legal principles influencing the court's reasoning to support decision making about the identified issue.  | The candidate identifies 2 ethical (moral) and legal principles influencing the court's reasoning to support decision making about the identified issue.   | The candidate identifies only 2 ethical (moral) and/or legal principles influencing the court's reasoning to support decision making about the identified issue.   |

**Special Populations Case Analyses and Briefs – Continued**

|   | <b>Exceeds<br/>Expectations<br/>4</b>  | <b>Meets<br/>Expectations<br/>3</b>   | <b>Approaching<br/>Expectations<br/>2</b>  | <b>Falls Below<br/>Expectations<br/>1</b>  |
|---|--|---|--|--|
| <p><b>ELCC 6.1</b><br/>Candidate advocates for school students, families, and caregivers.<br/>25%</p> <p>IMPLICATIONS</p> | The candidate's written analysis includes clear and specific references to the leader's role as an advocate committed to overcoming complex causes of poverty and disadvantages in education.  | The candidate's written analysis includes several references to the leader's role as an advocate committed to overcoming complex causes of poverty and disadvantages in education.  | The candidate's written analysis includes minimal reference to the leader's role as an advocate committed to overcoming complex causes of poverty and disadvantages in education.                                  | The candidate's written analysis fails to include references to the leader's role as an advocate committed to overcoming complex causes of poverty and disadvantages in education.                                     |
| <p>Organization, mechanics and proofing<br/>5%</p>  | The briefs are evenly consistent with the prescribed format, organized and error-free; non-discriminatory language is used, clear sentence structures are used.  | The briefs are informed by the prescribed format. Occasional grammatical or word errors are present. Non-discriminatory language and clear sentence structures are used. A few unclear word choices are present.                    | The briefs are somewhat organized. Several errors are present. Language is discriminatory in nature. Sentence structures are unclear and word choices are confusing.   | The briefs are poorly organized. Numerous errors and discriminatory language are present. Sentence structures are poor, word choices are confusing.  |
| <p>Video Lecture Presentation<br/>10%</p>   | Presentation of the topic reveals in-depth research of the legal issues, synthesizing key points to inform recommendations for future leadership practice, and incorporates design elements that stimulate discussion and questions. | Presentation of the topic reveals general research of the legal issues, synthesizing key points to inform recommendations for future leadership practice, and incorporates design elements that stimulate discussion and questions. | Presentation of the topic reveals limited research of the legal issues, addressing some ideas to inform recommendations for future leadership practice; design elements do not stimulate discussion and questions. | Presentation of the topic reveals a lack of research of the legal issues, synthesizing key points to inform recommendations for future leadership practice; design elements do not stimulate discussion and questions. |