GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Education Leadership Program

EDLE 612, Section DL1: Education Law
3 credits, Fall 2016

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Course Term:	August 29 – December 10, 2016		

COURSE DESCRIPTION

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

Catalogue Description: (3:3:0) Provides legal foundations of U.S. public schools. Examines general principles of constitutional, federal, 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.

Course Overview: Through reading, case studies, court cases, and presentations, students 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.

<u>**Course Delivery Method**</u>

This is a 100% online course using an **asynchronous** 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) and email password. The course site will be available on August 28, 2016.

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 long 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;
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course. Per university policy in compliance with federal law, the professor will only communicate with students 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 48 hours, excluding weekends.
- 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.
- **Video/Screen casting Tools**: You will use Kaltura, Jing, or Camtasia to record presentations that are consistent with assignment descriptions and instructions.
- **Group Work**: You will use **Google Docs** to complete the collaborative aspects of your assigned group work. The work products will be posted on Blackboard Discussion Boards for class commentary and assessment.
- 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/**

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, class discussions, and/or access to course materials at least 3 times per week.
- **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 from the instructor and/or College or University technical services if they are struggling with technical components of the course.
- **Technical Issues**: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload**: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this

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syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Course Learning 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. Students 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 Learning Outcomes

Students will focus on major legal and ethical issues in education. At the end of this course, successful students 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 Goals to Program Goals

This course will enable students to develop knowledge, skills and dispositions that will prepare them to create and maintain learning environments that value diversity, continual knowledge acquisition, instructional leadership, innovative and ethical decision-making, reflective practice, and successful achievement of all school-aged youth.

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Relationship of Course to Internship

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, students 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

Required Readings

Course Texts:
- Gooden, M., Eckes, S., Mead, J.F., & McNeal, L.R. (2013). Principal's Legal Handbook (5th ed.). Education Law Association
- Shapiro, Joan P. & Stefkovich, Jacqueline A. (2016). Ethical Leadership and Decision Making in Education (4th ed.). Routledge

Suggested Web Resources:
- Virginia Code: http://legis.state.va.us/Laws/CodeofVa.htm
- United States Code: http://uscode.house.gov/search/criteria.shtml
- US Dept. of Education: http://www.ed.gov/index.jhtml

Course Performance Evaluation

Students can earn a total of 500 points in this course. Graded assignments account for 75% (375 points) of the overall grade, while online course participation accounts for 25% (125 points). 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. Students are expected to submit all assignments, on time, in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments: (75% - 375 points)

The four graded assignments required for this course are as follows:
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*

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* This is a Performance Based Assessment Required by the Program.

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Participation Requirements (25% - 125 points)

To maximize learning and engagement in the online environment, students are expected to participate actively in asynchronous class discussions, asynchronous and synchronous group activities, and serve as critical friends to other students. In this course, participation points are given by unit, rather than per learning activity. Below is a list of all required learning activities, by unit, which will count toward your overall participation grade.

Orientation (5 points)
- Show What You Know Survey
- Syllabus Quiz

Unit 1 (10 points)
- Synthesis of Knowledge: Discussion Board Post
- Reflective Equilibrium: Values Assessment
- Ethical Decision Making Discussion Board Post (Responses to case study questions)

Unit 2 (50 points)
- Case Study Analysis, *Ceremonial Rights Case Study.* Discussion Board Post
- Equal Access. Short Answer Quiz
- Case Study Analysis*, A Day of Silence, A Day of Truth, and a Lawsuit.* Discussion Board Post
- Court Case Brief. Hardwick v. Heyward. Discussion Board Post (Group Activity)
- Case Study Analysis: New Bullying for the 21st Century: Cyber-bullying in the Middle. Discussion Board Post
- Case Study Analysis: Gaming Etiquette or Virtual Bullying. Discussion Board Post
- Case Study Analysis*, Keeping Children Safe.* Discussion Board Post
- Show What You Know: Procedural Due Process
- Case Study Analysis*, A Home for Marlon.* Discussion Board Post

Unit 3 (30 points)
- Show What You Know: Types of Sexual Harassment
- Show What You Know: Davis Test
- Case Study Analysis, *When Push Comes to Shove*

Unit 4 (30 points)
- Case Study Analysis, *When All Means All*
- Short Answer Response, Garcetti v. Ceballos
- Case Study Analysis: Teacher with a Learning Disability
- Homeless Students Case Law Review
- Summary Survey

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Expectations for Written Work

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

Expectations for Group Presentations

Each team member has a clearly identifiable role of contribution.
Practice conflict resolution and consensus building.
Use clear transitions.
Proof read multimedia in use.
Manage time.
Grading Scale:

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

Course Policies

Assignments are due by 11:59 p.m. on the dates listed on the syllabus. 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.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: **http://cehd.gmu.edu/values/**.

George Mason University Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason 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.

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- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

- 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/].

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/api/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.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/).

- 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/).

- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.
    - **For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.**

Other reminders:

GMU Add/Drop Policy: The last day to drop this class without any penalty is provided on the GMU academic calendar page http://registrar.gmu.edu/calendar/. It is the student's responsibility to check to verify that they are properly enrolled, as no credit will be awarded to students who are not.

Plagiarism: Students must avoid plagiarizing the work of others. Specifically, when referencing a source or author, students must give appropriate source documentation; and when using direct quotes, students must use quotations, provide page numbers, and ensure that credit is given to the author of quoted material. If a candidate's work contains plagiarism, the candidate will receive no credit for the assignment.

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Copyright: 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, unless the materials are made available through a fair use claim or consistent with the TEACH Act.

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, meaning 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/

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Proposed class schedule (1 of 3)

To accommodate the learning needs of the class, the topic and reading schedule may be amended during the semester. Please check for announcements on the course website for any update to the schedule

Session/Date	Lessons	Reading	Activities/ Assignments
Session 1 August 29 – September 11	Course Orientation Overview Legal and Ethical Principles	*Principal's Legal Handbook:* Chapter 1 *Ethical Leadership & Decision Making:* Chapter 1	• Syllabus Quiz • Show What You Know Survey
	Unit 1 Lesson 1 Defending Your Decisions	Ethical Leadership: A Case Study Framework (Blackboard) "Are You Prepared to Defend the Decisions You've Made?" Reflective Equilibrium, Situational Appreciation, and the Legal and Moral Decisions of School Leaders (Blackboard) *Ethical Leadership & Decision Making:* Chapter 2	
	Unit 1 Lesson 2 • Philosophical Sources of Authority		• Discussion Board Post Reflective Equilibrium: Values Assessment
	Unit 1 Lesson 3 • Theoretical Sources of Authority	*Ethical Leadership & Decision Making:* Chapter 5: pgs. 67-82) *Stefkovich:* Chapter 3 and Chapter 5: Case Studies (3.1 – 3.5, 5.1, 5.5)	• Discussion Board Post responding to assigned case questions: 3.1.1 – 3.4.4 - 5.1.2 - 5.4.4 - 5.5.5
September 11	**Submit Assignment One:** Ethics Code & Case Study (posted by midnight)		
Session 2 September 12 - 25	Unit 2 Lesson 1 • Religious Liberty	*Principal's Legal Handbook:* Chapter 30 *Ethical Leadership & Decision Making:* Chapter 7 Case Study 7.2	• Discussion Board Post *Ceremonial Rights* Case Study • Show What You Know: Equal Access Act
	Unit 2 Lesson 2 • Freedom of Expression • Briefing a Case	*Principal's Legal Handbook:* Chapter 3 HARDWICK HARDWICK v. HEYWARD (2013) (Blackboard)	• Case Brief: Hardwick Heyward • Discussion Board Post *Case Study Analysis: A Day of Silence, A Day of Truth, and a Lawsuit.*
	Unit 2 Lesson 3 • Cyberspace	*Principal's Legal Handbook:* Chapter 9 *Ethical Leadership & Decision Making:* Chapter 11 and Case 11.3: New Bullying for the 21st Century: Cyber-bullying in the Middle and 11.5: Gaming Etiquette or Virtual Bullying	

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Proposed class schedule – continued (2 of 3)

Session/**Date**	**Lessons**	**Reading**	**Activities/ Assignments**
Session 3 September 26 – October 9	Unit 2 Lesson 4 • Fourth Amendment • Fifth Amendment	*Principal's Legal Handbook:* Chapters 2 and 4 Derailing the Schoolhouse-to-Jailhouse Track (Blackboard) *Ethical Leadership and Decision Making in Education:* pgs. 155-159 and Case 10.1 *Keeping Children Safe and* Case 7.4: Moral Empathy, Vulnerability, and Discipline in the Digital Age	• Assigned case analysis (Group Activity) • Discussion Board Post *Case Study Analysis, Keeping Children Safe* • Discussion Board Post *Case Study Analysis,* Moral Empathy, Vulnerability, and Discipline in the Digital Age • Show What You Know: Procedural Due Process
	Unit 2 Lesson 5 • FERPA	*Principal's Legal Handbook:* Chapter 5 *Ethical Leadership and Decision Making in Education:* Case 6.1 *A Home for Marlon*	• Discussion Board Post *Case Study Analysis, A Home for Marlon*
October 16	**Submit Assignment Two:** Search, Seizure, Due Process (post by midnight)		
October 17	Search, Seizure, Due Process Case Reviews	Classmates' Case Analyses	Case Reviews and Discussions
Session 4 October 17 - 31	Unit 3 Lesson 1 • Sexual Harassment	*Principal's Legal Handbook:* Chapter 8 *Ethical Leadership & Decision Making:* Chapter 10 (pgs. 169 – 184)	• Show What You Know: Davis Test • Show What You Know: Types of Sexual Harassment
	Unit 3 Lesson 2 Child Abuse	*Principal's Legal Handbook:* Chapter 7	
	Unit 3 Lesson 3 • Torts	*Principal's Legal Handbook:* Chapter 26	• Discussion Board Post Case Study Analysis, *Push Comes to Shove: When a Teacher Gets* Sued
November 6	**Submit Assignment Thee:** Sexual Harassment (post by midnight)		
November 7	Sexual Harassment Case Reviews	Classmates' Case Analyses	• Case Reviews and Discussions

Proposed class schedule – continued (3 of 3)

Session/Date	Lessons	Reading	Activities/ Assignments
Session 5 November 7-20	Unit 4 Lesson 1 • School Leader as Advocate	• The Principal's Legal Handbook: Chapters 12, 15, 18, 35, 37 • *Ethical Leadership and Decision Making in Education:* pgs. and Case 8.1 *When All Means All*	• Discussion Board Post *Case Study Analysis, When All Means All* • Homeless Students Case Law Review
	Unit 4 Lesson 2 • School Leader as State Actor	Garcetti v. Ceballos (2006) (Blackboard) The Principal's Legal Handbook - Chapter 21 and 23	• Short answer response
	Unit 4 Lesson 3 • School Leader as Supervisor	ELA: Chapters 25 and 27 Case Study from Library, When a Teacher Has a Learning Disability (Blackboard)	• Discussion Board Post Case: When a Teacher Has a Learning Disability
Session 6 November 21 – December 4	Special Populations Research	Independent Research	Identify, Analyze and Prepare Topical Cases • Presentation • Case Briefs
December 4	**Submit Assignment Four:** Special Populations Cases (post by midnight)		
December 5 - 9	• Special Population Case Reviews • Summary Survey	Classmates' Case Analyses	• Case Reviews and Discussions • Complete Online Survey

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APPENDIX A

Ethics Code, Case Study & Analysis

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

DUE DATE: September 11, 2016   **ASSIGNMENT VALUE: 95 Points**

I. Develop a Code of Ethics.

    A. 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.

    B. 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.

    C. 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 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.

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Ethical Case Study Assessment Rubric

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
ELCC 5.1 Students demonstrate understanding of need for integrity and fairness through the development of an ethical code based on ethical and legal principles. (15%)	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 may be used to promote fairness, integrity, and equitable practices.	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 may be used to promote fairness, integrity, and equitable practices.	The candidate develops a code of ethics that includes ethical and legal principles from only 2 codes of ethics, and/or discussion of how the developed code may be used to promote fairness, integrity, and equitable practices.	The candidate develops a code of ethics but fails to identify ethical and legal principles as the primary source and foundation of the code.
ELCC 5.3 Students understand and safeguard the values of democracy, equity, and diversity within the school. (20%)	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.	The candidate sufficiently 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.	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.	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.

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
ELCC 5.2 Students understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. (20%)	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 poorly 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.
ELCC 5.4 Students understand and can evaluate the potential moral and legal consequences of decision making in the school. (20%)	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.
ELCC 5.5 Students understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling. (20%)	The candidate demonstrates an astute capacity to use their code to resolve an ethical dilemma through decision making that promotes social justice in the best interests of the student.	The candidate demonstrates a general capacity to use their code to resolve an ethical dilemma through decision making that promotes social justice in the best interests of the student.	The candidate demonstrates a limited capacity to use their code to resolve an ethical dilemma through decision making that promotes social justice in the best interests of the student.	The candidate does not demonstrate the capacity to use their code to resolve an ethical dilemma through decision making that promotes social justice in the best interests of the student.

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	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Writing and flow of thought are clear and thorough, content is scholarly and instructive. Paper is grammatically correct. (5%)	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.

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APPENDIX B

Legal Issue Analysis (140 Points)

Students 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. Students will be expected to work in small collaborative groups to analyze court holdings, develop class presentations, and recommend implications for leadership in a similar scenario. 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 analyses. The final aspect of this assignment 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. The presentations are to be posted by one group member on the discussion board for review by the other groups in the class. Cases and group configurations will be randomly assigned.

ASSIGNMENT VALUE: 70 Points per case

DUE DATE: **October 16, 2016**   (Due Process, Search, and Seizure)

November 6, 2016 (Sexual Harassment, Child Abuse, Immunity & Liability)

Legal Issue Analysis - Assessment Rubric

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Introduction (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.
ELCC 3.3 Students understand and promote school-based policies and procedures that protect the welfare and safety of students and staff within the school. (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 Rubric (Part A and B) Assessment Rubric – continued

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
ELCC 6.1 Students understand and can advocate for school students, families, and caregivers. (15%)	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.
ELCC 6.2 Students understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment. (15%)	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.
ELCC 5.1 Students understand and can act with integrity and fairness to ensure that schools are accountable for every student's academic and social success. (15%)	A comprehensive discussion is presented that analyzes 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 discussion is presented that analyzes 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 discussion is presented that analyzes 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 discussion 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.

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
ELCC 5.2 Students understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. (10%)	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).
ELCC 5.4 Students understand and can evaluate the potential moral and legal consequences of decision making in the school. (10%) TRANSFORMATIONAL TASK OR DISSENTING OPINION	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.	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.	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.	Candidate fails to present a leadership perspective that is loosely informed by an evaluation of moral, ethical, and legal consequences of decisions that impact the school environment.
Discussion of information and references is useful and instructive. (10%)	The presentation sources numerous (8-10) high quality references; provides clear and thorough discussion; and conducts critical evaluations of each.	The presentation sources several (6-7) high quality references; provides solid discussion; and conducts evaluations of each.	The presentation sources several (6-7) but not high quality references; provides solid discussion; and conducts evaluations of each.	The presentation sources insufficient and poor quality references; provides insufficient discussion; and conducts insufficient evaluations of each.
Organization, mechanics, and proofreading of the paper. (5%)	The paper is well-organized and error-free; non-discriminatory language is used, clear sentence structures are used. APA format is correct.	The paper 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.	The paper 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.	The paper is poorly organized. Many errors and discriminatory language are present. Sentence structures are poor, word choices are confusing, and APA format is not used.
Presentation and Engagement (5%)	Clearly and professionally designed and presented, inspiring wide participation from the audience.	Clearly and professionally designed and presented, inspiring some participation from the audience.	Clearly and professionally designed and presented, inspiring limited participation from the audience.	Clearly presented, however, it inspires no participation from the audience.

APPENDIX C

Special Populations Presentation and Briefs — Students are assigned a topic related to the larger political, social, economic, legal, and cultural context of schools. Students will identify and research cases pertaining to their topic and independently complete five one-page case briefs presenting an analysis of each case and how the court has applied significant statutes, regulations, and judicial holdings to impact student learning and educational opportunity. Each case brief should analyze recent case law; although, one or two historic or landmark cases may be included as appropriate. You will examine the topic to determine how the courts have increased access and protection of educational opportunities for all students. 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. Students will then collaborate with the members of their group to develop a presentation that summarizes the collective findings, key ideas, and strategies to inform education leadership practice. This presentation will be posted on the discussion board to enhance your classmates understanding about the topic for which your group has developed expertise.

DUE DATE: December 4, 2016   **ASSIGNMENT VALUE: 140 Points**

Special Populations – Case Briefs Assessment Rubric

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Introduction 5%	The citation is addressed correctly. All significant details have been included.	The citation is addressed correctly, but minor details have been overlooked.	The citation is addressed, but several details have been overlooked.	The citation is either not included or is completely incorrect.
ELCC 5.5 Students understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling. 20% 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.

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	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
ELCC 6.2 Candidate understands local, district, state, and national decisions affecting student learning. 15% 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.
ELCC 5.4 Students understand and can evaluate the potential moral and legal consequences of decision making in the school. 20% REASONING	The candidate identifies 4 legal and 1 ethical principle that influenced the court's reasoning.	The candidate identifies 3 legal and 1 ethical principle that influenced the court's reasoning.	The candidate identifies 3 legal and 1 ethical principle that influenced the court's reasoning.	The candidate does not use legal nor ethical principles to interpret the court's reasoning.
ELCC 6.1 Students demonstrate the ability to advocate for school students, families and caregivers through analysis of how law and policy is applied fairly and consistently. 25% IMPLICATIONS	The candidate's briefs and presentation demonstrate a superior ability to understand and advocate for students, families and caregivers through analysis of how law and policy is applied consistently, fairly, and ethically.	The candidate's briefs and presentation demonstrate an ability to understand and advocate for students, families and caregivers through analysis of how law and policy is applied consistently, fairly, and ethically.	The candidate's briefs and presentation demonstrate some, but limited ability to understand and advocate for students, families and caregivers through analysis of how law and policy is applied consistently, fairly, and ethically.	The candidate's briefs and presentation fail to demonstrate an ability to understand and advocate for students, families and caregivers through analysis of how law and policy is applied consistently, fairly, and ethically.

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	Exceeds Expectations **4**	**Meets Expectations** **3**	**Approaching Expectations** **2**	**Falls Below Expectations** **1**
Organization, mechanics and proofing 5%	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.
Presentation 10%	Presentation of the topic reveals in-depth research of the legal issues, clear synthesis of 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, synthesis of 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, synthesis of key points 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, no synthesizes of key points to inform recommendations for future leadership practice; design elements do not stimulate discussion and questions.