

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

**EDLE 612, Section 001 Spring 2020**  
**Education Law – 3 credits**

**Instructor:** Eileen Gallagher, JD

**Phone:** (703) 993-2292

**Fax:** 703-993-2296

**E-mail:** egallagh@gmu.edu

**Office:** Merten Hall, Room 3135

**Mailing Address:** George Mason University  
4400 University Drive, MSN 4C6  
Fairfax, VA 22030-4444

**Office Hours:** Before and after class or by appointment.

**Schedule Information**

**Meeting Times:** January 22, 2020 through May 13, 2020  
Wednesdays, 4:30-7:30

**Location:** Thompson Hall, Room L003

Students are expected to attend every class session. Personal problems that prevent students from attending class should be reported ahead of time to the instructor via telephone or e-mail.

**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; EDLE 690 and EDLE 791.

**General Goals**

**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 that are 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.

*Program 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.*

### Teaching and Learning:

1. Discussion is an important part of this course. All candidates are expected to make multiple, thoughtful contributions to each class discussion, based on careful reading of the text and consideration of what classmates have previously said.
2. Writing is an important activity for many roles within schools. Therefore, the process of writing will be emphasized so that candidates will achieve the following objectives:
  - develop greater confidence in their ability to write expository, analytical, and persuasive prose;
  - learn how to review their own work and the work of others to eliminate errors and maximize clarity; and
  - produce written products immune to criticism from a skeptical public.

All written work is expected to be submitted on time as indicated below. All written work must be edited carefully before being submitted so that candidates are turning in their best work.

### Classroom Climate:

A positive climate depends on cooperation among all students and with the instructor. Candidates need to work together to ensure that everyone has the confidence to participate honestly and energetically. Every candidate is expected to:

1. be fully prepared for each class session;
2. be attentive to others and respond thoughtfully and respectfully;
3. work toward a common purpose;
4. persevere through the common challenge of understanding education law; and
5. affirm one another's successes and help one another overcome weaknesses.

### Nature of Course Delivery

A variety of instructional methods are used in this course including: large-and small-group instruction, cooperative learning activities, Internet assignments, lectures, guest practitioner presentations (if possible), individual presentations, case studies, role-play, and written and verbal assignments.

### 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. 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 and paper writing
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.

## **Student Outcomes**

The outcomes below are related to both suggested and required performances. All instructors are required to include the following three performances:

1. Legal Issue Analysis
2. Special Populations Paper & Presentation
3. Code of Ethics Development and Ethical Case Study Analysis

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

1. demonstrate an informed perspective on major topics in education law;
2. analyze a case study involving the identification, placement and provision of programs and services for a student who is eligible pursuant to special education provisions; and
3. analyze key educational 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.

## **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.

## **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, 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

## **Course Materials**

### **Readings:**

*The Principal’s Legal Handbook*, Decker, Lewis, Shaver, et.al. 6<sup>th</sup> edition,  
ISBN 10: 1-56534-178-3

The required text is available in the Mason Bookstore in the Johnson Center. Additional materials and hand-outs will be posted on Blackboard and/or distributed in class.

Virginia Code: <http://legis.state.va.us/Laws/CodeofVa.htm>

United States Code: <http://uscode.house.gov/search/criteria.shtml>

US Dep.t of Education: <http://www.ed.gov/index.jhtml>

George Mason University Library/LexisNexis Academic: <http://library.gmu.edu/>

### Classroom Materials:

In order to successfully complete required assignments, students must have access to a personal computer with internet access, be able to use basic word processing and e-mail, and access appropriate websites (see recommended websites) for supplemental materials.

**Correspondence by e-mail will use your Mason e-mail account.**

### Outside-of-Class Resources:

Candidates are required to use Blackboard as part of this course. Vital information for the course may be posted on Blackboard; and we may communicate regularly through this site. Candidates are required to submit their course assignments electronically using the Blackboard website. Online access is vital for the distance learning aspects of the course and is an important part of course participation grade. **All students are required to activate and monitor their GMU e-mail accounts.**

Cancellation Policy: If a cancellation is necessary, the class will be made up via an electronic activity. Specifically, candidates are expected to log-on to the computer in order to participate in an electronic discussion/activity as directed, which will replace the missed class.

## **Course Requirements, Performance-based Assessment, and Evaluation Criteria**

### Participation and Attendance (15 points)

Students are expected to attend every class for its entirety. **Maximum class participation points will be earned by students who attend all classes, are on time and do not leave early.** Part of your course grade is earned through ongoing assessment of your attendance, performance, communication and professional disposition in class discussions. Punctual attendance and regular class participation are vital to your success in this course. Participation includes, but is not limited to the following:

- Coming to class prepared (*i.e.*, reading the assigned material)
- Demonstrate respect and civility (**avoid side conversations, multi-tasking, etc.**)
- Professional behavior and presentation
- Willingness to volunteer for a class activity
- Contributing to class discussion in a meaningful manner
- Sticking to the topic at hand
- Respect for others' questions and responses
- Use of appropriate problem solving techniques
- Appropriate use of allotted time
- Sharing experiences from work that are relevant to the class discussion

Written Assignments (85 points)

Since this is a graduate-level class, **high quality work** on all written assignments is expected. Students should refer to the appendices and rubrics for specific guidance on written assignments. Candidates are expected to submit their work on time.

1. Ethics Analysis (30 points) Directions and Due Date: Appendix A
2. Legal Issue Analysis (25 points) Directions and Due Date: Appendix B
3. Special Populations Paper & Presentation (30 points) Directions Due Date: Appendix C

TK20 Performance-Based Assessment submission Requirement

Every student registered for any EDLE course with a required performance-based assessment is required to submit these assessments, **Ethics Code, Case Study & Analysis and Special Populations Paper**, to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Expectations for Written Work

Use appropriate grammar.	Spell correctly.
Writing should be the caliber of a graduate student.	Type all work.
Use Times New Roman or Arial 12-font.	Write clearly.
Include a cover page with name, date & assignment.	Find a good proofreader!

Follow **APA guidelines** (double space, references, etc.) **Avoid plagiarism!**

*Grade Appeals:* Candidates must present grade appeals in writing and must put forth a reasonable written explanation that supports their request for a grade change.

Grading scale:

A+	=	100 percent
A	=	95 - 99 percent
A -	=	90 - 94 percent
B+	=	86 - 89 percent
B	=	83 - 85 percent
B-	=	80 - 82 percent
C	=	75 - 79 percent
F	=	74 percent or below

**Blackboard Requirements**

Every candidate registered for any Education Leadership course with a required performance-based assessment (designated as such in the syllabus) is required to submit these assessments to Blackboard. In EDLE 612, the required performances are the Code of Ethics Development and Ethical Case Study Analysis, Legal Issue Analyses, and Special Populations Case Briefs & Presentation. These performances must be submitted to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.) Evaluation of the performance-based assessments by the course instructor will also be completed in Blackboard.

Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

## **Professional Dispositions**

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

See <https://cehd.gmu.edu/students/policies-procedures/>

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

### *Policies*

1. Students must adhere to the guidelines of the Mason Honor Code (see <http://catalog.gmu.edu/policies/honor-code-system/>).
2. Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
3. 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.
4. 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/>).
5. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

### *Campus Resources*

1. Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto: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/>.
2. For information on student support services on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

### 3. Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

#### **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/>

*Other reminders:*

***Plagiarism Statement:*** 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 (Statement of English Department at George Mason University).

***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, 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/>

***Other Concerns:*** If you have concerns or issues relating to the content or conduct of the class, please talk with me directly. As a matter of policy, I do not respond to anonymous e-mails.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**



## Class Schedule and Discussion Topics

		<b>Topic</b>	<b>Readings</b>	<b>Assignments Due</b>
1	January 22	Overview of Course and Syllabus Introduction to the Legal System Historical and Legal Perspective of Public Schools Role of the Federal Government Governance of Public Schools	Introduction Chapter 2 Pages INT9-INT15	
2	January 29	Church and State	Chapter D2 D19-39	
3	February 5	School Attendance Instructional Programs Copyright	A6 A117-137 A10 A217-224 A11 A227-234 C8 C137-153 D3 D55-68	
4	February 12	Student Speech and Expression Search and Seizure	A3 A43-58 A4 A65-91 A9 A199-212	<b>Legal Analysis Due</b>
	February 12	No Class		
5	February 26	Student Rights: Common Law, Constitutional Due Process and Statutory Protections, ESSA	A1 A1-10 A2 A15-34 A8 A179-181 D1 D1-12	
6	March 4	Education Law and Ethics (In class assignment)	Handouts to be distributed	<b>Ethics Assignment Due</b>
	March 11	No Class—Mason Spring Break		
7	March 18	Rights of Students with Disabilities Part 1 Special Populations Paper Discussion	B1 B1-9 B3 B37-49 B4 B55-79	
8	March 25	Rights of Students with Disabilities Part 2	B5 B89-105 B7 B131-142 B8 B147-173	
9	April 1	Tort Liability and Defamation Student Records	A5 A103-116 C6 C105-115	
	April 8	No Class—FCPS Spring Break		
10	April 15	Certification, Contracts and Tenure	C1 C1-15 C2 C23-35	
11	April 22	Teacher Rights and Freedoms Due Process Rights of Teachers Evaluations	C3 C43-52 C5 C85-99	<b>Special Populations Assignment Due</b>
12	April 29	Discrimination in Employment Desegregation of Public Schools English Language Learners	B2 B15-27 C4 C57-77 D8 D171-181 D9 D187-208	
13	May 6	Course conclusion and wrap-up		
14	May 13	Make up day, if we need it		

*NOTE: The above represents an approximation of the items to be covered and the respective dates. True coverage will depend on the pace of the discussion, the collective needs of students and the professor and the demands of time. You are expected, however, to keep pace with the calendar of assigned readings.*

## APPENDIX A

### **Ethics Code, Case Study & Analysis and Rubric**

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

Rubric:

**ASSIGNMENT VALUE: 25 Points**

**DUE DATE: March 4, 2020**

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

- Examine several existing public school codes of ethics.
- Identify key moral, ethical and legal principles and personal values that relate, or should relate, to public school administrators.
- Develop your own personal code of ethics.

#### **II. Identify and develop a case study of an ethical dilemma in your school system, and then use your Code of Ethics to analyze the case study. The ethical dilemma can be an actual or a hypothetical event.**

- Identify the rights and interests of all individuals involved in the case study.
- Explain how you used your code of ethics to analyze the ethical dilemma in your case study and formulate a detailed leadership response to the ethical dilemma that includes an analysis of the moral and legal consequences of your decision.
- Your discussion should clearly demonstrate your commitment to confidentiality, sensitivity to diverse interests, and respect for rights, dignity, and integrity of others.

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

- Explain briefly why you chose this colleague and describe the general nature of the discussion.
- Share how your colleague reacted and any advice or insights that your colleague shared with you regarding the application of your ethics code to the case study analysis.

## Ethical Case Study Assessment Rubric

Criteria	Levels of Achievement			
	exceeds expectations	meets expectations	approaching expectations	falls below expectations
<b>ELCC 5.1</b> Candidates demonstrate understanding of need for integrity and fairness through the development of an ethical code based on ethical and legal principles. Weight 15.00%	<b>90 to 100 %</b> 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.	<b>80 to 89 %</b> 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.	<b>70 to 79 %</b> 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.	<b>0 to 69 %</b> The candidate develops a code of ethics but fails to identify ethical and legal principles as the primary source and foundation of the code.
<b>ELCC 5.3</b> Candidates develop or evaluate school policies and procedures to support democratic values, equity, and diversity Weight 20.00%	<b>90 to 100 %</b> 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.	<b>80 to 89 %</b> 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.	<b>70 to 79 %</b> 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.	<b>0 to 69 %</b> 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.
<b>ELCC 5.2</b> Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. Weight 20.00%	<b>90 to 100 %</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.	<b>80 to 89 %</b> 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.	<b>70 to 79 %</b> 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.	<b>0 to 69 %</b> 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</b> Candidates understand and can evaluate the potential moral and legal consequences of	<b>90 to 100 %</b> The candidate uses the code of ethics and four ethical lenses to analyze the case, and clearly demonstrates a commitment to	<b>80 to 89 %</b> The candidate applies the code of ethics and three ethical lenses to analyze the case, and demonstrates a commitment to	<b>70 to 79 %</b> The candidate makes limited application of the code of ethics and the ethical lenses to analyze the case, and fails to clearly	<b>0 to 69 %</b> The candidate fails to apply either the code of ethics or the ethical lenses to analyze the case and fails to demonstrate a

decision making in the school. Weight 20.00%	confidentiality, sensitivity to diverse interests, and respect for rights, dignity, and integrity of others.	confidentiality, sensitivity to diverse interests, and respect for rights, dignity, and integrity of others.	demonstrate a commitment to confidentiality, sensitivity to diverse interests, and respect for rights, dignity, and integrity of others.	commitment to confidentiality, sensitivity to diverse interests, and respect for rights, dignity, and integrity of others.
<b>ELCC 5.5</b> Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling. Weight 20.00%	<b>90 to 100 %</b> 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.	<b>80 to 89 %</b> 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.	<b>70 to 79 %</b> 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.	<b>0 to 69 %</b> 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.
Writing and flow of thought are clear and thorough, content is scholarly and instructive. Paper is grammatically correct. Weight 5.00%	<b>90 to 100 %</b> The paper is generally error-free, reflects extensive editing, proofreading, and graduate level work. Sentence structures and word choice are excellent.	<b>80 to 89 %</b> The paper is generally error-free, reflects sufficient editing, proofreading, and graduate level work. Sentence structures and word choice are good.	<b>70 to 79 %</b> 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.	<b>0 to 69 %</b> 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.

## APPENDIX B

### Legal Issue Analysis

Candidates are expected to respond in long essay form (*4-5 pages double-spaced*) to the scenario below. Be sure to adhere to the expectations for written work and the general guidelines in the Legal Issue Analysis Rubric.

**ASSIGNMENT VALUE: 30 Points**

#### **Separation of Church and State Analysis**

**DUE DATE: February 12, 2020**

**Scenario:** Your faculty planning committee is coordinating the graduation ceremony agenda and wants to use the Battle Hymn of the Republic as a centerpiece of the ceremony. The high school band will play and the school chorus will sing the first few verses to provide a natural break between the academic awards and the awarding of diplomas. This piece is the only one in the ceremony and has been used every year at your school's graduation ceremony since 1978.

**Discussion:** Make a recommendation on the use of the Battle Hymn of the Republic for use during the graduation ceremony by examining its contents and the context of its use in the ceremony. Relate specific cases where applicable.

#### **Battle Hymn of the Republic**

By Julia Ward Howe

Mine eyes have seen the glory of the coming of the Lord.  
He has trampled out the vintage where the grapes of wrath are stored.  
He hath loosed His fateful lightning with His terrible swift sword  
His truth is marching on.

I have seen the burning watch fires of a hundred circling camps.  
They have builded Him an altar in the evening dews and damps.  
They have read His righteous sentence by the dim and flaring lamps.  
His Word in marching on.

Chorus:

Glory, glory, halleluiah!  
Glory, glory, halleluiah!  
Glory, glory, halleluiah!  
His truth is marching on.

## Legal Issue Analysis Rubric Assessment Rubric

	<b>Exceeds Expectations 4</b>	<b>Meets Expectations 3</b>	<b>Approaching Expectations 2</b>	<b>Falls Below Expectations 1</b>
Introduction Weight 5.00%	<b>90 to 100%</b> Analysis begins with a clear and concise statement of purpose. The introduction provides a comprehensive overview of the case study analysis for the reader.	<b>80 to 89 %</b> Analysis begins with a general statement of purpose. The introduction provides a basic overview of the case study analysis for the reader.	<b>70 to 79 %</b> Analysis begins with an unclear or limited statement of purpose. The introduction provides an incomplete overview of the case study analysis.	<b>0 to 69 %</b> Analysis begins with a confusing and unclear statement of purpose. The introduction fails to provide an overview of the case study analysis.
<b>ELCC 3.3</b> Candidates understand and promote school-based policies and procedures that protect the welfare and safety of students and staff within the school. Candidates evaluate and propose implementation of discipline management plans (for staff and students). Weight 10.00%	<b>90 to 100%</b> The candidate identifies at least two school policies or procedures and thoroughly explains how these policies and procedures are applicable to promoting a safe school environment for staff and students. The candidate clearly evaluates and proposes the implementation of discipline management plans (for staff and students).	<b>80 to 89 %</b> The candidate identifies at least two school policies or procedures and explains the school-based policies and procedures that are applicable to promoting a safe school environment for staff and students. The candidate evaluates and proposes the implementation of discipline management plans (for staff and students).	<b>70 to 79 %</b> The candidate identifies a school policy or procedure but provides a limited explanation of how the policy or procedure is applicable to promoting a safe school environment for staff and students. The candidate evaluates but does not clearly propose the implementation of discipline management plans (for staff and students).	<b>0 to 69 %</b> The candidate identifies a school policy or procedure but fails to explain how the policy or procedure is applicable to promoting a safe school environment for staff and students. The candidate fails to evaluate or propose the implementation of discipline management plans (for staff and students).
<b>ELCC 6.1</b> Candidates understand and can advocate for school students, families, and caregivers. Weight 15.00%	<b>90 to 100%</b> The candidate includes multiple citations of constitutional, statutory and case laws, policies, and regulations that inform decision making and advocacy for all members of the school community.	<b>80 to 89 %</b> The candidate includes citations of constitutional, statutory and case laws, policies, and regulations that inform decision making and advocacy for all members of the school community.	<b>70 to 79 %</b> The candidate includes citations of constitutional or statutory and case law, policies, and regulations that inform decision making and advocacy for all members of the school community.	<b>0 to 69 %</b> The candidate omits citations of constitutional, statutory and case law, policies, and regulations that inform decision making and advocacy for all members of the school community.
<b>ELCC 6.2</b> Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment. Weight 15.00%	<b>90 to 100%</b> The candidate's written analysis of political, social, economic, legal and cultural context is exemplary. The analysis includes clear & specific reference to the leader's communication practices to appropriate school stakeholders.	<b>80 to 89 %</b> The candidate's written analysis of political, social, economic, legal, and cultural context is adequate. The analysis includes a general reference to the leader's communication practices to appropriate school stakeholders.	<b>70 to 79 %</b> The candidate's written analysis of political, social, economic, legal, and cultural context is limited. The analysis includes a limited reference to the leader's communication practices to appropriate school stakeholders.	<b>0 to 69 %</b> The candidate's written analysis of political, social, economic, legal, and cultural context is unacceptable. The analysis neglects to reference the leader's communication practices to appropriate school stakeholders.
<b>ELCC 5.1</b> Candidates understand and can act with integrity and fairness to ensure that schools	<b>90 to 100%</b> The candidate presents a comprehensive discussion that includes specific references to the use of leadership practices	<b>80 to 89 %</b> The candidate presents a general discussion that includes specific references to the use of leadership practices	<b>70 to 79 %</b> The candidate presents a general discussion that includes implied references to the use of leadership practices	<b>0 to 69 %</b> The candidate presents an inadequate discussion with no reference to the use of leadership practices characterized

are accountable for every student's academic and social success. Weight 15.00%	characterized by fairness and integrity to ensure that school policies support the academic and social success of all students.	characterized by fairness and integrity to ensure that school policies support the academic and social success of all students.	characterized by fairness and integrity to ensure that school policies support the academic and social success of all students.	by fairness and integrity to ensure that school policies support the academic and social success of all students.
<b>ELCC 5.2</b> Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. Weight 10.00%	<b>90 to 100%</b> The candidate includes a thorough analysis of leadership decisions in terms of established ethical practices, self-awareness, reflective practice and transparency.	<b>80 to 89 %</b> The candidate includes a general analysis of leadership decisions in terms of established ethical practices, self-awareness, reflective practice and transparency.	<b>70 to 79 %</b> The candidate includes a limited analysis of leadership decisions in terms of established ethical practices or self-awareness or reflective practice or transparency.	<b>0 to 69 %</b> The candidate omits an analysis of leadership decisions in terms of established ethical practices, self-awareness, reflective practice and transparency.
<b>ELCC 5.4</b> Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. Weight 10.00%	<b>90 to 100%</b> Candidate clearly demonstrates an in-depth understanding and awareness of the need to consider moral, ethical, and legal consequences of decisions that impact the school environment.	<b>80 to 89 %</b> Candidate demonstrates a general understanding and awareness of the need to consider moral, ethical, and legal consequences of decisions that impact the school environment.	<b>70 to 79 %</b> The candidate demonstrates limited understanding and awareness of the need to consider moral, ethical, and legal consequences of decisions that impact the school environment.	<b>0 to 69 %</b> The candidate fails to demonstrate understanding and awareness of the need to consider moral, ethical, and legal consequences of decisions that impact the school environment.
Discussion of information and references is useful and instructive. Weight 10.00%	<b>90 to 100%</b> The candidate gathers numerous (8-10) high quality sources; provides clear and thorough discussion; and conducts critical evaluations of references.	<b>80 to 89 %</b> The candidate gathers several (6-7) high quality sources; provides solid discussion; and conducts evaluations of references.	<b>70 to 79 %</b> The candidate gathers several (6-7) but not high quality sources; provides some discussion; and conducts limited evaluations of references.	<b>0 to 69 %</b> The candidate gathers insufficient and poor quality sources; provides insufficient discussion; and conducts insufficient evaluations of references.
Organization, mechanics and proofreading of the paper.  Weight 10.00%	<b>90 to 100%</b> The paper is well-organized and error-free; non-discriminatory language is used, clear sentence structures are used. APA format is correct.	<b>80 to 89 %</b> 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.	<b>70 to 79 %</b> 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.	<b>0 to 69 %</b> 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.



## APPENDIX C

### Special Populations Paper and Presentation

**Assignment Value:** 30 points (20 for the written portion, 10 for the presentation portion)

**Due Date:** April 22, 2020

Identify an issue or topic related to the larger political, social, economic, legal, and cultural context of schools that impacts educational opportunities for students with special needs as well as the rights of their families and caregivers. Prepare a 5 page report analyzing relevant statutes, regulations, and court cases that are pertinent to the issue, specifically as related to students with disabilities, English language learners, student race, economic challenges, or other significant disadvantages impacting student learning and educational opportunities. This 5 page report should provide an overview of significant laws and policies and identify *recent* case law (within the past 5 years); although you may include one or two historic or landmark cases, as appropriate. The issue or topic must be directly related to the provision and protection of educational opportunities for all students. This report should be organized to provide an overview of the issue, a legal and ethical critique of the laws, policies and cases, a synthesis of impact on practice, and suggestions for future implementation strategies. A summary of the report will be shared with colleagues during an in-class presentation. Students will have approximately 20 minutes for an in-class presentation to summarize the policies, laws, regulations, key ideas, and strategies emerging from their legal updates report. The presentation should include time for questions, discussion, and interaction with colleagues.

### Special Populations Paper Assessment Rubric

	<b>Exceeds Expectations 4</b>	<b>Meets Expectations 3</b>	<b>Approaching Expectations 2</b>	<b>Falls Below Expectations 1</b>
Introduction Weight 5.00%	<b>90 to 100 %</b> The citation is addressed correctly. All significant details have been included.	<b>80 to 89 %</b> The citation is addressed correctly, but minor details have been overlooked.	<b>70 to 79 %</b> The citation is addressed, but several details have been overlooked.	<b>0 to 69 %</b> The citation is either not included or is completely incorrect
<b>ELCC 5.5</b> Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling. Weight 20.00%	<b>90 to 100 %</b> 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.	<b>80 to 89 %</b> 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.	<b>70 to 79 %</b> 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.	<b>0 to 69 %</b> 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.

<p><b>ELCC 6.2</b> Candidate understands local, district, state, and national decisions affecting student learning. Weight 15.00%</p>	<p><b>90 to 100 %</b> 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.</p>	<p><b>80 to 89 %</b> 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.</p>	<p><b>70 to 79 %</b> 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.</p>	<p><b>0 to 69 %</b> 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.</p>
<p><b>ELCC 5.4</b> Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. Weight 20.00%</p>	<p><b>90 to 100 %</b> The candidate identifies 4 ethical (moral) and legal principles influencing the court's reasoning to support decision making about the identified issue.</p>	<p><b>80 to 89 %</b> The candidate identifies 3 ethical (moral) and legal principles influencing the court's reasoning to support decision making about the identified issue.</p>	<p><b>70 to 79 %</b> The candidate identifies 2 ethical (moral) and legal principles influencing the court's reasoning to support decision making about the identified issue.</p>	<p><b>0 to 69 %</b> The candidate identifies only 2 ethical (moral) and/or legal principles influencing the court's reasoning to support decision making about the identified issue.</p>
<p><b>ELCC 6.1</b> Candidates demonstrate the ability to advocate for school students, families and caregivers through analysis of how law and policy is applied fairly and consistently. Weight 25.00%</p>	<p><b>90 to 100 %</b> 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.</p>	<p><b>80 to 89 %</b> 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.</p>	<p><b>70 to 79 %</b> 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.</p>	<p><b>0 to 69 %</b> 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.</p>
<p>Organization, mechanics and proofing Weight 5.00%</p>	<p><b>90 to 100 %</b> The briefs are evenly consistent with the prescribed format, organized and error-free; non-discriminatory language is used, clear sentence structures are used.</p>	<p><b>80 to 89 %</b> 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.</p>	<p><b>70 to 79 %</b> The briefs are somewhat organized. Several errors are present. Language is discriminatory in nature. Sentence structures are unclear and word choices are confusing.</p>	<p><b>0 to 69 %</b> The briefs are poorly organized. Numerous errors and discriminatory language are present. Sentence structures are poor, word choices are confusing.</p>
<p>Presentation Weight 10.00%</p>	<p><b>90 to 100 %</b></p>	<p><b>80 to 89 %</b></p>	<p><b>70 to 79 %</b></p>	<p><b>0 to 69 %</b></p>

	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.
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**Special Population Presentation**  
(Assignment Value: 10 Points)

Group Topic: \_\_\_\_\_

Group Membership: \_\_\_\_\_

**Presentation**

- Issue and legal context are clearly presented \_\_\_\_\_ (1 point)
- Cases are identified & key points explained \_\_\_\_\_ (2 points)
- Synthesis of impact on practice is clear \_\_\_\_\_ (1 point)
- Suggestions for future implementation strategies are clear \_\_\_\_\_ (1 point)
- Presentation is clear and accurate \_\_\_\_\_ (1 point)
- Summary of overall key points is provided (hand-out) \_\_\_\_\_ (2 points)

**Discussion/Engagement**

- Design elements incorporated to engage colleagues in discussion, questions or input \_\_\_\_\_ (1 point)
- Overall communication skills \_\_\_\_\_ (1 point)

Total Points \_\_\_\_\_ (10 points)

**Instructor Comments:**