GEORGE MASON UNIVERSITY
College Of Education and Human Development
Education Leadership Program

EDLE 613 Section DL – Education Law for Independent and Nonpublic Schools
3 Credits, Spring 2020
January 21 through May 13, 2020

Faculty

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Prerequisite(s): **EDLE 620; EDLE 690 and EDLE 792.**

Catalog Description: (3:3:0) Provides legal foundations of independent, private, and parochial schools. Examines general principles of contract, statutory, and case law, and applies judicial decisions to nonpublic education environments. Focuses on legal issues, responsibilities, constraints, and opportunities of nonpublic school constituents. Includes component addressing Governing Board Responsibilities and Liability.

Course Overview: Through readings, case studies, court cases, and presentations, students will learn how to analyze and resolve legal and ethical dilemmas, how to interpret, synthesize and apply contract, statutory, and case laws to PK-12 nonpublic school-based scenarios, and how to use legal research resources.

Course Delivery Method

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 January 21, 2020.

Under no circumstances, may candidates participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

<u>**Technical Requirements**</u>

To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- **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, are available for free download by clicking on the link next to each plug-in:
  · **Adobe Acrobat Reader: <ins>http://get.adobe.com/reader/</ins>**
  · **Windows Media Player:**
      <ins>https://support.microsoft.com/en-us/help/14209/get-windows-media-player</ins>

  · **Apple QuickTime Player: <ins>www.apple.com/quicktime/download/</ins>**

Online Expectations

- **Course Week:** Because asynchronous courses do not have a "fixed" meeting day, our week will **start** on Tuesday and **finish** on Monday.
- **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 three 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 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 ensure accessibility must be registered with George Mason University Disability Services.

Course Learning Objectives

This course is designed to enable students to understand the legal process related to education in the Master's sequence in Education Leadership, with a concentration in Independent School 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;
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 nonpublic schools; 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 contract, case, and statutory law to issues of school safety;
4. apply federal antidiscrimination law to issues in faith-based and independent schools; and
5. analyze key legal issues in a manner that reveals comprehension of political, social, ethical, and legal influences, specifically the principles, laws, policies, cases, and regulations that are applicable in education as they apply to students with disabilities.

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.

Professional Standards

The course addresses, in part, each of the following Educational Leadership Constituent Council (ELCC) standards' elements. Upon completion of this course, students will have met the following specific professional standards' elements: 3.3, 5.2, 5.3, 5.4, 5.5, 6.1, and 6.3.
1. 3.3. Protect the welfare and safety of students and staff within the school.

2. 5.2. Model principles of self-awareness, reflective practice, transparency, and ethical behavior.
3. 5.4. Evaluate the potential moral and legal consequences of decision making in the school.
4. 5.5. Promote social justice within the school.
5. 6.1. Advocate for school students, families, and caregivers.
6. 6.3. Anticipate and assess emerging trends and initiatives.

Required Texts

- Russo, C. J., and Permuth, S. (Eds.) (2018). *Legal Issues of Faith-based and Other Nonpublic Schools* (7th ed.). Education Law Association.
- Additional required readings and research will be required. Instructions will be posted on Blackboard.

Suggested Web Resource:
- State Regulation of Private Schools:
  https://www2.ed.gov/admins/comm/choice/regprivschl/regprivschl.pdf

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Students can earn a total of 500 points in this course. Graded assignments account for 75% (375 points) of the overall grade, and online course participation accounts for 25% (125 points). Each assignment relates to the application of ethics and law in the independent 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 three graded assignments required for this course are as follows:

1. Ethics Code and Case Analysis
2. Legal Issue Analysis – Contract Law

3. Case Study Analysis: Application of Legal and Ethical Principles

Participation and Reflection 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. All required learning activities, by session, are listed on the Course Schedule and presented on the Blackboard course site. Completion of the

learning activities in accordance with the schedule will allow you to maximize your point yield toward your overall participation grade. All learning activities will time out at the end of each session.

Orientation	9	Session 6	10
Session 1	11	Session 7	10
Session 2	12	Session 8	10
Session 3	12	Session 9	12
Session 4	10	Session 10	10
Session 5	9	Session 11	10

Expectations for Written Work

- Use appropriate grammar.
- Writing should be the caliber of a graduate student.
- Use Times Roman or Arial 12-point font.
- Include a cover page with name, date & assignment.
- Follow APA guidelines (double space, references, etc.).

- Type all work.
- Spell correctly.
- Write clearly.
- Find a good proofreader!
- Avoid plagiarism.

Expectations for Group Presentations

- Each team member has an identifiable role of contribution.
- Use clear transitions.

- Practice conflict resolution and consensus-building.
- Proofread 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

See https://cehd.gmu.edu/students/polices-procedures/

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

Class schedule (pgs. 6-8)

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Session/Date	Lessons	Reading	Activities/ Assignments
Session 1 **1/21 – 2/10**	**Orientation and Overview** Course Orientation Legal and Ethical Principles Overview	Chapter 1: History of Faith-based and Nonpublic Schools in America Library Reading: (Blackboard)	Syllabus Quiz Venn Diagram
	Unit 1 Lesson 1 Moral Autonomy • Situational Appreciation • Theoretical Sources of Authority • Legal and Moral Decisions	Video Selection (Blackboard)	Discussion Assignment
	Unit 1 Lesson 2 • Philosophical Sources of Authority • Organizational Sources of Authority	Selected Library Reading (Blackboard) Video Selection (Blackboard)	Blog Post: Reconciling Moral Sources of Authority
	Unit 1 Lesson 3 Demonstrating Moral Competence	Selected Case Studies (Blackboard)	Discussion Assignment
2/10	**Submit Assignment One:** Ethics Code & Case Study (posted by 11:59)		
Session 2 **2/11 – 2/24**	**Unit 2 Lesson 1** Contract Law	Chapter 2: History of Faith-based and Nonpublic Schools in America pgs. 30-49 Select Court Case Opinion (Blackboard)	Discussion Assignment
	Unit 2 Lesson 2 Expectations for Conduct and Engagement	Chapter 2: History of Faith-based and Nonpublic Schools in America pgs. 50-67 Select Court Case Opinion (Blackboard) Selected Library Reading (Blackboard)	Discussion Assignment
Session 3 **2/25 – 3/2**	**Unit 3 Lesson 1** Governing Board Structure and Responsibilities	Chapter 3: History of Faith-based and Nonpublic Schools in America pgs. 69-83	Blog Assignment
	Unit 3 Lesson 2 Governing Board Liabilities	Chapter 3: History of Faith-based and Nonpublic Schools in America pgs. 83-91	Journal Assignment

Session/Date	Lessons	Reading	Activities/ Assignments
Session 4 3/3 – 3/8	**Unit 4 Lesson 1** State Aid to Faith-Based Schools	Chapter 4: History of Faith-based and Nonpublic Schools in America Selected Library Reading (Blackboard)	Discussion Assignment
3/9 – 3/15	**SPRING BREAK**		
Session 5 3/17 – 3/23	**Unit 5 Lesson 1** Torts	Chapter 5: History of Faith-based and Nonpublic Schools in America pgs. 110-119 Selected Library Reading (Blackboard)	Discussion Assignment
	Unit 5 Lesson 2 Negligence & Special Topics	Chapter 5: History of Faith-based and Nonpublic Schools in America pgs. 120-161 Selected Case Studies (Blackboard)	Discussion Assignment
Session 6 3/24 – 4/6	**Unit 6 Lesson 1** Student Safety	Chapter 6: History of Faith-based and Nonpublic Schools in America pgs. 164-174 Selected Case Studies (Blackboard)	Discussion Assignment
	Unit 6 Lesson 2 Student and Employee Search	Chapter 6: History of Faith-based and Nonpublic Schools in America pgs. 175-204	Discussion Assignment
4/6	**Submit Assignment Two: Contract Law**		
Session 7 4/7 – 4/13	**Unit 7 Lesson 1** School Finance: Revenue	Chapter 7: History of Faith-based and Nonpublic Schools in America pgs. 206-215	Discussion Assignment
	Unit 7 Lesson 2 School Finance: Budget	Chapter 7: History of Faith-based and Nonpublic Schools in America pgs. 215-222	
Session 8 4/14 – 4/20	**Unit 8 Lesson 1** IDEA - Overview of Statute	Chapter 8: History of Faith-based and Nonpublic Schools in America pgs. 224-239	Show What You Know
	Unit 8 Lesson 2 IDEA - Nonpublic School Implications	Chapter 8: History of Faith-based and Nonpublic Schools in America pgs. 240-261 Selected Library Reading (Blackboard)	Discussion Assignment

Session/Date	Lessons	Reading	Activities/ Assignments
Session 9 **4/21 – 4/27**	**Unit 9 Lesson 1** Governmental Authority in Nonpublic Schools	Chapter 9: History of Faith-based and Nonpublic Schools in America pgs. 264-274 Selected Court Cases (Blackboard) Selected Video (Blackboard)	Discussion Assignment
	Unit 9 Lesson 2 Admissions and Hiring	Chapter 9: History of Faith-based and Nonpublic Schools in America pgs. 274-282	Discussion Assignment
	Unit 9 Lesson 3 Public School Participation Opportunities	Chapter 9: History of Faith-based and Nonpublic Schools in America pgs. 282-287 Selected Court Case (Blackboard)	Discussion Assignment
Session 10 **4/28 – 5/4**	**Unit 10 Lesson 1** Title VII	Chapter 10: History of Faith-based and Nonpublic Schools in America pgs. 293-299	Discussion Assignment
	Unit 10 Lesson 2 • ADA • Age Discrimination • Equal Pay • FMLA	Chapter 10: History of Faith-based and Nonpublic Schools in America pgs. 299-307 Selected Court Case (Blackboard) Selected Library Reading (Blackboard)	Discussion Assignment
Session 11 **5/5 – 5/11**	**Unit 11 Lesson 1** Special Topics	Chapter 11: History of Faith-based and Nonpublic Schools in America	Discussion Assignment
5/13	**Submit Assignment Three**		

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/**.

GMU Policies and Resources for Students

Policies

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

- 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.

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

Campus Resources

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

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus.

- **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 .

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.

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/

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: February 2, 2020   **ASSIGNMENT VALUE: 100**

Points

I. Develop a Code of Ethics.

    A. Describe your process of reflective morality to identify key ethical and legal principles, personal values, and reference to the sources 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 ethical sources of authority including 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.

Ethical Case Study Assessment Rubric

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
ELCC 5.1 Candidates 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 identified through reflective equilibrium and 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 Candidates 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 problem 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 problem 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 problem, 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.
ELCC 5.2 Candidates 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.

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
ELCC 5.4 Candidates 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 Candidates 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.
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 choices are poor.

Legal Issue Analysis (125 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 interpretation, analysis and the application of contract, statutory and case laws, policies, regulations, and ethical models to resolve the issues presented in each assigned case. Students will be expected to work in small collaborative groups to analyze legal cases, 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 presentations. The presentations are to be posted by one group member on the discussion board for review by the other groups in the class. Each group is responsible for facilitating the online discussion by responding to questions from classmates and elaborating on legal, ethical, and/or leadership principles.

ASSIGNMENT VALUE: 70 Points per case

DUE DATE: April 6, 2020 - Contract Case Law

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 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 contract, 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 contract, 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 contract, 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 contract, 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.

Legal Issue Analysis Assessment Rubric – continued

	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%)	The presentation recommends a leadership perspective that is clearly informed by an evaluation of moral, ethical, and legal consequences of decisions that impact the school environment.	The presentation recommends a leadership perspective that is generally informed by an evaluation of moral, ethical, and legal consequences of decisions that impact the school environment.	The presentation recommends a leadership perspective that is loosely informed by an evaluation of moral, ethical, and legal consequences of decisions that impact the school environment.	The presentation fails to recommend 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 presentation. (5%)	The presentation 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

In this assignment, you will write a paper that demonstrates your ability to make legal and ethical decisions to resolve a dilemma. You will use philosophical, organizational, theoretical, and legal sources of authority to provide a comprehensive rationale for your choices. Expected length: 8-10 pages.

DUE DATE: May 13, 2020   **ASSIGNMENT VALUE: 150 Points**

Applying Legal and Ethical Principles: Case Study Analysis and Decision-making

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Falls Below Expectations
Introduction	**9 - 10 points** The introduction draws the reader into the paper and ends with a clear and compelling thesis. The introduction provides a clear roadmap for the reader, foreshadowing what the paper is intended to cover.	**8 – 8.9 points** Paper starts with a brief introduction that alludes to the purpose of the paper, contains a thesis, and provides a general foreshadowing of what is to be included.	**7 – 7.9 points** The introduction provides some indication of the purpose of the paper, but lacks a thesis and/or provides inadequate or confusing information about what is to be shared.	**0 – 6.9 points** There is no clear introduction or purpose.
Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling. ELCC 5.5	**18 – 20 points** The candidate's written assessment of the fact pattern is comprehensive and the legal issue is clearly defined to provide evidence of comprehensive knowledge of the relationship between social justice, school culture, and student achievement.	**16 – 17.9 points** The candidate's written assessment of the fact pattern is adequate and the legal issue is generally defined to provide evidence of adequate knowledge of the relationship between social justice, school culture, and student achievement.	**14 – 15.9 points** The candidate's written assessment of the fact pattern is inadequate and the legal issue is poorly defined to provide evidence of inadequate knowledge of the relationship between social justice, school culture, and student achievement.	**0 – 13.9 points** The candidate's written assessment of the fact pattern is inadequate and the legal issue is poorly defined to provide evidence of wholly inadequate knowledge of the relationship between social justice, school culture, and student achievement.
Candidate understands local, district, state, and national decisions affecting student learning in a school environment. ELCC 6.2	**13.5 - 15 points** The candidate provides thorough knowledge of judicial holdings and how they impact the larger political, social, economic, legal, and cultural context.	**12 – 13.4 points** The candidate provides adequate knowledge of judicial holdings and how they impact the larger political, social, economic, legal, and cultural context.	**10.5 – 11.9 points** The candidate provides inadequate knowledge of judicial holdings and how they impact the larger political, social, economic, legal, and cultural context.	**0 – 10.4 points** The candidate provides wholly inadequate knowledge of judicial holdings and how they impact the larger political, social, economic, legal, and cultural context.

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Falls Below Expectations
Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. ELCC 5.4	**22.5 - 25 points** The candidate thoroughly describes four legal and one ethical principle that provides evidence of comprehensive knowledge of moral and legal consequences of decision making in schools.	**20 – 22.4 points** The candidate describes the four legal and one ethical principle that provides evidence of adequate knowledge of moral and legal consequences of decision making in schools.	**17.5 – 19.9 points** The candidate describes four legal and one ethical principle that provides evidence of inadequate knowledge of moral and legal consequences of decision making in schools.	**0 – 17.4 points** The candidate describes four legal and one ethical principle that provides evidence of wholly inadequate knowledge of moral and legal consequences of decision making in schools.
Candidates understand and can advocate for school students, families, and caregivers. ELCC 6.1	**22.5 - 25 points** The candidate specifies leadership implications that provide evidence of comprehensive knowledge of how policies, laws, and regulations affect schools.	**20 – 22.4 points** The candidate specifies leadership implications that provide evidence of general knowledge of how policies, laws, and regulations affect schools.	**17.5 – 19.9 points** The candidate specifies leadership implications that provide evidence of inadequate knowledge of how policies, laws, and regulations affect schools.	**0 – 17.4 points** The candidate specifies leadership implications that provide evidence wholly inadequate knowledge of how policies, laws, and regulations affect schools.
Organization, mechanics and proofing	**4.5 - 5 points** The briefs are evenly consistent with the prescribed format, organized and error-free; non-discriminatory language is used, clear sentence structures are used.	**4 – 4.4 points** 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.	**3.5 – 3.9 points** The briefs are somewhat organized. Several errors are present. Language is discriminatory in nature. Sentence structures are unclear and word choices are confusing.	**0 – 3.4 points** The briefs are poorly organized. Numerous errors and discriminatory language are present. Sentence structures are poor, word choices are confusing.