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

EDLE 612.DL1 Education Law – Fall 2020 -- 3 credit hours
Course Term – August 24, 2020, through December 16, 2020

Instructor: Regina D Biggs Ph.D.

Office Hours: Thursdays between 3-4
I am also available by appointment via ZOOM

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

Catalog Description: (3:3:0) Provides legal foundations of U.S. public schools. Examines general principles of constitutional, federal, statutory, and case law, and applies judicial decisions to educational environments. Focuses on legal responsibilities, constraints, and opportunities of public school officials. Includes component of Special Education law.

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

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 June 1, 2020.

Under no circumstances, may candidates/students 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.

All students are required to review the *Safe Return to Campus and Remote Learning Guidance for Students Enrolled in CEHD Courses*. This document is posted on the Blackboard course site. It can be accessed via the Navigation Pane in the section titled, Course Orientation.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

Program vision: *The Education Leadership Program is dedicated to improving the quality of pre-K - 12 education through teaching, research, and service. Students 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.*

- 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/Screencasting 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: http://get.adobe.com/reader/**
  - **Windows Media Player:** https://support.microsoft.com/en-us/help/14209/get-windows-media-player

  - **Apple QuickTime Player: www.apple.com/quicktime/download/**

Online Expectations

- **Course Week:** Because asynchronous courses do not have a "fixed" meeting day, our week will **start** on Tuesday and **finish** on Monday.
- **Login 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** presented on the Blackboard course site. 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. A meeting can be scheduled with the instructor via telephone or web conference. Students should email the instructor to

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

Candidate Learning Outcomes

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

1. Evaluate school-based dilemmas through the use of philosophical and theoretical ethical models;
2. Identify precedent and emerging issues in education law;
3. Apply constitutional, case, and statutory law to issues of student discipline
4. Apply federal and case law to issues of sexual harassment and child abuse; and
5. Analyze key education law issues in a manner 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 special populations.

Relationship of Course Goals to Program Goals

This course will enable students to develop knowledge, skills, and dispositions that will prepare them to create and maintain learning environments that value diversity, continual knowledge acquisition, instructional leadership, innovative and ethical decision-making, reflective practice, and 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 and NELP Standards dealing with the legal, ethical, and political context of education. Specific NELP Standards addressed include: 2.1, 2.2, 2.3, 5.3, and 6.3. Virginia competencies include: c(6) Legal issues and e(1) Philosophy of education that reflects honesty, fairness, caring, and equity. In addition to these competencies, students will develop an explicit understanding of Virginia's "Child Abuse and Neglect Recognition and Intervention Act (Code of Virginia 22.1-98). Such an understanding will include:
1. Recognizing child abuse and neglect
2. Reporting child abuse and neglect
3. Intervention following a child protective services investigation

Required Texts

- Alexander, K., & Alexander, M.D. (2018). The Law of Schools, Students, and Teachers (6th ed.). West Academic Publishing
- Shapiro, Joan P. & Stefkovich, Jacqueline A. (2016). Ethical Leadership and Decision Making in Education (4th ed.). Routledge
- Additional readings and research will be required. Instructions will be posted on Blackboard.

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

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).

Graded assignments account for 75% of the overall grade, and online course participation accounts for 25%. Each assignment relates to the application of ethics and law in the school context. Rubrics for the Performance-Based Assessments 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%)

The three graded assignments required for this course are as follows:

1. Ethics Code and Case Analysis*		25%
2. Legal Issue Analysis – Case Law		20%
3. Special Populations Analysis of Special Education Law*		30%

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

Participation and Reflection Requirements (25%)

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. Each week there will be assignments, prompts, and activities students must participate in. In this course, participation points are accrued by unit, rather than per learning activity. The assessment rubric for class participation can be found at the end of the syllabus.

Expectations for Written Work

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

Expectations for Group Presentations

Each team member has a clearly identifiable role of contribution.
Practice conflict resolution and consensus-building.
Use clear transitions.
Proofread multimedia in use.

Grading Scale:

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

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 emergencies that have been discussed and approved by the instructor in advance of the due date.

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Class schedule (pgs. 6-8)

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students. Please refer to the Weekly Schedule and Announcements on Blackboard for the Weekly Reading List and the most up-to-date version of the Course Schedule. August 24 - December 16

Session/Date	Lessons	Reading	Activities/ Assignments
Session 1 8/25 - 9/14	Course Orientation Overview Legal and Ethical Principles	Video: (Blackboard) *Ethical Leadership & Decision Making:* Chapter 1	• Syllabus Quiz • Discussion Board Post
	Unit 1 Lesson 1 Moral Autonomy	Library Readings (Blackboard) *Ethical Leadership & Decision Making:* Chapter 2	• Synthesis of Knowledge: Discussion Board Post
	Unit 1 Lesson 2 • Philosophical Sources of Authority	Library Reading (Blackboard) Video (Blackboard)	• Discussion Board Post Reflective Equilibrium: Values Assessment
	Unit 1 Lesson 3 • Demonstrating Moral Competence	*Ethical Leadership & Decision Making:* Chapters 3 and 5: Case Studies from the Textbook	• Discussion Board Post responding to assigned case questions
9/14	**Submit Assignment One:** Ethics Code & Case Study (posted by 11:59)		
Session 2 9/15 – 10/5	Unit 2 Lesson 1 Religious Liberty	*The Law of Schools, Students, and Teachers:* Chapter 5 *Ethical Leadership & Decision Making:* Chapter 7 Case Studies from the Textbook	• Discussion Board Posts • Show What You Know: Equal Access Act
	Unit 2 Lesson 2 Freedom of Expression Briefing a Case	*The Law of Schools, Students, and Teachers:* Chapters 4 & 6 Court Case Opinion (Blackboard) Case Study from Library (Blackboard)	• Group Discussion Board: Case Brief • Discussion Board Post *Case: Study Analysis* • Short Answer Response: Show What You Know
	Unit 2 Lesson 3 • Cyberspace	Professional Journal Article (Blackboard) *Ethical Leadership & Decision Making:* Chapter 11 Case Studies from the Textbook	• Discussion Board Posts

Session/Date	Lessons	Reading	Activities/ Assignments
Session 3 10/6 – 10/26	Unit 2 Lesson 4 • Fourth Amendment • Fifth Amendment	*The Law of Schools, Students, and Teachers:* Chapter 3 &7 Library Reading (Blackboard) *Ethical Leadership and Decision Making in Education*: pgs. 155-159 Case Study from Textbook	• Assigned case analysis (Group Activity) • Discussion Board Post *Case Study Analysis* • Show What You Know: Procedural Due Process
	Unit 2 Lesson 5 FERPA	*The Law of Schools, Students, and Teachers:* Chapter 13, pgs. 504-513 *Ethical Leadership and Decision Making in Education*: pgs. 86-89 Case Study from Textbook	• Discussion Board *Post* Case Study Analysis,
Session 4 10/27 – 11/9	Unit 3 Lesson 1 Sexual Harassment	*The Law of Schools, Students, and Teachers:* Chapter 11 & pgs. 645-649 Ethical Leadership & Decision Making: Chapter 10 (pgs. 169 – 184)	• Show What You Know: Sexual Discrimination (2) • Discussion Board Post
	Unit 3 Lesson 2 Child Abuse	*The Law of Schools, Students, and Teachers:* pgs. 314-321	• Discussion Board Post Case Study Analysis
	Unit 3 Lesson 3 Torts	*The Law of Schools, Students, and Teachers:* Chapter 12	• Short Answer Response: Risk Management
11/9	**Submit Assignment Two:** Case Law Analysis (posted by 11:59)		
11/10	Case Law Reviews/Commentary/Facilitated Discussion		
Session 5 11/11 -11/30	Unit 4 Lesson 1 • School Leader as Advocate	*The Law of Schools, Students, and Teachers:* pgs. 12-18 *The Law of Schools, Students, and Teachers:* pgs. 64-69 *The Law of Schools, Students, and Teachers:* Chapter 9 *The Law of Schools, Students, and Teachers:* Chapter 10 *Ethical Leadership and Decision Making in Education:*	• Discussion Board Posts *Case Study Analysis* • Homeless Students Case Law Review

Session/Date	Lessons	Reading	Activities/ Assignments
Session 5 11/11 – 11/30	Unit 4 Lesson 2 School Leader as State Actor	Teacher Expression Case (Blackboard) *The Law of Schools, Students, and Teachers:* Chapter 16	• Short answer response:
	Unit 4 Lesson 3 School Leader as Supervisor	*The Law of Schools, Students, and Teachers::* Chapters 15, 17, and 18 *Ethical Leadership and Decision Making in Education:* Case 8.2 Case Study from Library (Blackboard)	• Discussion Board *Post* (2)
Session 6 12/1 – 12/15	Special Education Research	*Independent Research*	
12/16	**Submit Assignment Three:** Special Populations (posted by 11:59)		

Professional Dispositions

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

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

Core Values Commitment

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

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 email (don't cite or forward someone else's email without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page, unless the materials are made available through a fair use claim or consistent with the TEACH Act.

Academic Integrity & Inclusivity: This course embodies the perspective that we all have differing perspectives and ideas, and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences, meaning we each have the freedom to express our ideas, but we should also do so, keeping in

mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e., we may disagree without being disagreeable. http://integrity.gmu.edu/

Diversity, Religious Holiday: Please refer to George Mason University's calendar of religious holidays and observations (http://ulife.gmu.edu/calendar/religious -holiday-calendar/). It is the student's responsibility to speak to the instructor in advance should their religious observances impact their participation in class activities and assignments.

Student Privacy Policy: George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records. Please see George Mason University's student privacy policy https://registrar.gmu.edu/students/privacy/

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Ethical Case Study Assessment Rubric

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Component 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model dispositions and professional norms (e.g., equity, fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning, digital citizenship) that support the educational success and well-being of each student and adult. (30%)	The candidate provides a comprehensive explanation of the process of reflective practice that includes the assessment of experiential, philosophical, and organizational principles; develops and presents a code of ethics that incorporates dispositions and professional norms and clearly explains how the developed code may be used to promote the success and well-being of each student and adult.	The candidate provides a general explanation of the process of reflective practice that includes the assessment of experiential, philosophical, and organizational principles; develops and presents a code of ethics that incorporates dispositions and professional norms and adequately explains how the developed code may be used to promote the success and well-being of each student and adult.	The candidate provides a limited explanation of the process of reflective practice that includes the assessment of experiential, philosophical, and organizational principles; develops and presents a code of ethics that incorporates dispositions and professional norms and marginally explains how the developed code may be used to promote the success and well-being of each student and adult.	The candidate provides an inadequate explanation of the process of reflective practice that does not include either the assessment of experiential, philosophical, or organizational principles; fails to develop and present a code of ethics that incorporates dispositions and professional norms and does not explains how the developed code may be used to promote the success and well-being of each student and adult.
Component 2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions. (30%)	The candidate authors a case study that features an ethical dilemma and uses policy, the code of ethics, four ethical lenses, and relevant policies to evaluate ethical and legal issues, make decisions and develop a communication plan to advocate for ethical and legal decisions.	The candidate authors a case study that features an ethical dilemma and uses policy, the code of ethics and three ethical lenses, and relevant policies to evaluate ethical and legal issues, make decisions, and develop a communication plan to advocate for ethical and legal decisions.	The candidate authors a case study that features a problem and uses policy, the code of ethics and three ethical lenses, and relevant policies to evaluate ethical and legal issues, make decisions and develops a communication plan to advocate for ethical and legal decisions.	The candidate authors a case study that features a problem and fails to apply either policy, the code of ethics, ethical lenses, or relevant policies to evaluate ethical and legal issues, make decisions or develop a communication plan to advocate for ethical and legal decisions.

----- Ethical Case Study Assessment Rubric - Continued -----

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others. (30%)	The candidate formulates a school-level ethical leadership platform; presents a comprehensive description of how it was used as the basis for discussion with a critical colleague and specifies insights acquired to cultivate and reinforce ethical behavior and practice.	The candidate formulates a school-level ethical leadership platform; presents a general description of how it was used as the basis for discussion with a critical colleague and specifies insights acquired to cultivate and reinforce ethical behavior and practice.	The candidate formulates a school-level ethical leadership platform; presents a limited description of how it was used as the basis for discussion with a critical colleague and specifies insights acquired to cultivate and reinforce ethical behavior and practice.	The candidate formulates a school-level ethical leadership platform; presents an inadequate description of how it was used as the basis for discussion with a critical colleague and neglects to specify insights acquired to cultivate and reinforce ethical behavior and practice.
Writing and flow of thought are clear and thorough; content is scholarly and instructive. Paper is grammatically correct. (10%)	The paper is generally error-free, reflects extensive editing, proofreading, and graduate-level work. Sentence structures and word choices are excellent.	The paper is generally error-free, reflects sufficient editing, proofreading, and graduate-level work. Sentence structures and word choices are good.	The paper contains spelling and grammatical errors that reflect poor editing and proofreading and is approaching graduate-level work. Sentence structures and word choices 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.

Special Populations Assessment Rubric

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Component 2.1: Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model dispositions and professional norms (e.g., equity, fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning, digital citizenship) that support the educational success and well-being of each student and adult. 20%	The candidate presents a comprehensive assessment of the context to include perspectives, relationships, dispositions, and norms that impact the educational success and well-being of each student and adult.	The candidate presents a general assessment of the context to include perspectives, relationships, dispositions, and norms that impact the educational success and well-being of each student and adult.	The candidate presents a limited assessment of the context to include perspectives, relationships, dispositions, and norms that impact the educational success and well-being of each student and adult.	The candidate presents an inadequate assessment of the context to include perspectives, relationships, dispositions, and norms that impact the educational success and well-being of each student and adult.
Component 6.3: Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being. 25%	The candidate accurately identifies and makes a comprehensive application of federal and case law to analyze and develop decision options that affect student learning.	The candidate generally identifies and applies federal and case law to analyze and develop decision options that affect student learning.	The candidate's identification and application of federal and case law to analyze and develop decision options that affect student learning is limited.	The candidate's identification and application of federal and case law to analyze and develop decision options that affect student learning is insufficient.

Special Populations Assessment Rubric
- Continued –

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Component 2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions. 25%	The candidate Identifies and applies four ethical paradigms to provide a comprehensive evaluation of and communicates, assumptions, and moral implications of applicable laws, rights, policies, and regulations to promote student and adult success and well-being.	The candidate Identifies and applies four ethical paradigms to provide a general evaluation of and communicates, assumptions, and moral implications of applicable laws, rights, policies, and regulations to promote student and adult success and well-being.	The candidate Identifies and applies four ethical paradigms to provide a limited evaluation of and communicates, assumptions, and moral implications of applicable laws, rights, policies, and regulations to promote student and adult success and well-being.	The candidate fails to Identify and apply four ethical paradigms to evaluate and communicate, assumptions, and moral implications of applicable laws, rights, policies, and regulations to promote student and adult success and well-being.
Component 5.3: Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means with the larger organizational, community and political contexts when advocating for the needs of their school and community. **25%**	The candidate presents a multi-step communication plan to inspire and influence individual stakeholders to adopt altruistic perspectives and coalesce around the best interests of the students.	The candidate presents a general communication plan to inspire and influence individual stakeholders to adopt altruistic perspectives and coalesce around the best interests of the students.	The candidate presents a limited communication plan to inspire and influence individual stakeholders to adopt altruistic perspectives and coalesce around the best interests of the students.	The candidate presents an inadequate communication plan to inspire and influence individual stakeholders to adopt altruistic perspectives and coalesce around the best interests of the students.

Special Populations Assessment Rubric
- Continued –

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Organization, mechanics, and proofing **5%**	The decision paper features concise statements to synthesize the decision-making process. It reflects extensive editing and is consistent with the prescribed format and page length	The decision paper features broad statements that synthesize the decision-making process. It reflects extensive editing but is inconsistent with the prescribed format and page length.	The decision paper features broad statements that obfuscate the decision-making process. It reflects limited editing and is inconsistent with the prescribed format and page length.	The decision paper features broad statements that obfuscate the decision-making process. It reflects no editing and is inconsistent with the prescribed format and page length.

Course Participation Rubric

	Excellent	Satisfactory	Needs improvement	Not acceptable
Relevance	The candidate always or almost always submits material aligned with topics/guiding questions and provides appropriate references to support ideas.	The candidate often submits material aligned with topics/guiding questions and provides appropriate references to support ideas.	The candidate occasionally submits material aligned with topics/guiding questions and provides appropriate references to support ideas.	The candidate seldom or never submits material aligned with topics/guiding questions and provides appropriate references to support ideas.
Leadership	The candidate always or almost always leads by initiating discussion, bringing in new ideas, and facilitating group progress.	The candidate often leads by initiating discussion, bringing in new ideas, and facilitating group progress.	The candidate occasionally leads by initiating discussion, bringing in new ideas, and facilitating group progress.	The candidate seldom or never leads by initiating discussion, bringing in new ideas, and facilitating group progress.

Engagement	The candidate always or almost always contributes to discussions, justifies assertions, and acts respectfully to others.	The candidate often contributes to discussions, justifies assertions, and acts respectfully to others	The candidate occasionally contributes to discussions, justifies assertions, and acts respectfully to others.	The candidate seldom or never contributes to discussions, justifies assertions, and acts respectfully to others.
Quantity	The candidate always or almost always contributes appropriate discussion or work product in a timely fashion.	The candidate often contributes appropriate discussion or work product in a timely fashion.	The candidate occasionally contributes appropriate discussion or work product in a timely fashion.	The candidate seldom or never contributes appropriate discussion or work product in a timely fashion.