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

EDLE 613 Section D01 – Education Law for Independent and Nonpublic Schools
3 Credits, Summer 2022
May 23 through July 30, 2022

Faculty

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

University Catalog Description

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 May 23, 2022.

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.

Technical Requirements

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 operating 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.
- **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/

Expectations

- <u>Course Week:</u> Because asynchronous courses do not have a "fixed" meeting day, our week will start on Wednesday, and finish on Tuesday.
  Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- <u>Login Frequency</u>: 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.
- <u>Participation</u>: Students are expected to actively engage in all course activities throughout the semester, including viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- <u>Technical Competence</u>: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical

components of the course are expected to seek assistance from the College or University technical services.

- <u>Technical Issues</u>: 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.**
- <u>Workload</u>: 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. Updates will be posted on the Bb site.
- <u>Instructor Support</u>**:** 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.
- <u>Netiquette</u>**:** 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 that others do not consider them 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.
- <u>Accommodations</u>**:** Online learners who require accommodations to ensure accessibility must be registered with George Mason University Disability Services and provide the instructor with a Faculty Contact Sheet. Academic accommodations are initiated through Faculty Contact Sheets and are not retroactive.

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 in nonpublic schools;
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.

National Standards and Virginia Competencies

Upon completion of this course, students will have met the following professional standards:

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 understanding of how ethical and legal literacy informs reasonable decision making consistent with the International Council Advancing Independent School Accreditation (ICAISA) standards

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 coursework. This means that some of the work for this class is related to your internship.

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 readings and research will be required. Detailed instructions will be posted on the Blackboard course site.

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, VIA, 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 independent school context. Detailed assignment descriptions are presented on the Blackboard course site.

Rubrics for the Performance-Based Assessments and Participation and Reflection requirements are presented on the Blackboard course site. Students are expected to submit all assignments, on time, in the manner outlined by the instructor (e.g., Blackboard, hard copy).

Assignments: (75%)

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

Ethics Code and Case Analysis	25%
Legal Issue Analysis – Contract Law	20%
Case Study Analysis: Application of Legal and Ethical Principles	30%

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 in which students must participate. The assessment rubric for class participation can be found on the Bb course site. at the end of the syllabus. All required learning activities, by session, are 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.

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.

- Type all work.
- Spell correctly.

- Write clearly.
- Find a good proofreader!

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

Expectations for Group Engagement

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

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.

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 Disability Services. 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 VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- 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 "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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/students/ .

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/