

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

EDLE 612.601 Education Law –

Summer 2022, 3 credit hours
Course Term – May 23, 2022 through July 18, 2022

Instructor: Eileen Gallagher, JD

Class Location: Woodson High School, Room E159
Some Mondays from 4:45-7:45

Office Hours: By appointment via Zoom
I am also available by email or phone
After all in-person classes

Office Location 4400 University Drive – Merten Hall Room 3135

Phone: (703) 993-2292 (office)
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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 course will be delivered in a hybrid format using **in person classes**, **synchronous** and **asynchronous** modes via the Blackboard learning management system (LMS) housed in the MyMason portal or Zoom. You will log in to the Blackboard or Zoom course site using your Mason email name (everything before "@masonlive.gmu.edu") and email password. The course site will be available by May 22, 2022.

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.

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.

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/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/

Expectations

- **Course Week:** We will meet each Monday at 4:45 either in person, or via Zoom. A link will be provided. Our week will **start** on Monday and **finish** on Sunday.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 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 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 which reveals comprehension of political, social, ethical, and legal influences, specifically the principles, laws, policies, cases & regulations that are applicable in education as they apply to special populations.

Relationship of Course Goals to Program Goals

This course will enable students to develop knowledge, skills, and dispositions that will prepare them to create and maintain learning environments that value diversity, continual knowledge acquisition, instructional leadership, innovative and ethical decision-making, reflective practice, and 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 required 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>
- US Dept. of Education: <http://www.ed.gov/index.jhtml>

VIA Performance-Based Assessment Submission Requirement:

Every candidate registered for any Education Leadership course with a required performance-based assessment (designated as such in the syllabus) is **required to submit these assessments to VIA through Blackboard**. In EDLE 612, the required performances are the *Code of Ethics and Case Study Analysis* and the *Special Populations Analysis of Special Education Law*. The rubrics for these two assignments are presented on the Blackboard course site. These performances **must** be submitted to VIA through Blackboard (regardless of whether a course is an elective, a onetime course, or part of an undergraduate minor.) Evaluation of the performance-based assessments by the course instructor will also be completed in VIA through Blackboard. Failure to submit the assessment to VIA through Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required VIA Blackboard submission, the IN will convert to an F nine weeks into the following semester.

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).

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, VIA, hard copy).

Participation and Reflection Requirements (40 Points)

- Legal Issue Analysis Appendix A
- Classroom participation Appendix B
- Blackboard Discussion Posts

Written Assignments: (60 percent)

The graded assignments required for this course are as follows:

- Ethical Issue Analyses 30 points* Appendix C
- Special Population Analysis 30 points* Appendix D

* These are Performance-Based Assessments Required by the Program.

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 Activities

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

Grading Scale:

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

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.

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 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 “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/>

