Instructor: Susan Bon, J.D., Ph.D.
Office: Commerce II, Room 205
Office Hours: Tuesday, 10:00-1:00 or by appointment
Phone: (703) 993-3896
Fax: (703) 993-3643
E-mail: sbon@gmu.edu

Schedule Information

Location: Robinson B 118

Meeting Times: Wednesday, 7:20-10:00 p.m.
1/25/06 – 5/3/06

Course Material

We will not use a textbook for this course. Instead, we will rely upon journal articles, federal and state reports, professional publications (e.g. Chronicle of Higher Education), the popular press, etc… These readings will be posted on blackboard, available in the library or available on identified websites.

Outside-of-Class Resources: All candidates are expected to have access to a personal computer that is linked to the Internet and the ability to use basic word processing, e-mail, and appropriate websites.

Course Description

Goals & Objectives

1. Understand and describe the ways in which new issues end up on local, state, or federal policy agendas.
2. Establish a framework to identify and study emerging issues.
3. Build a resource base for identifying emerging issues.
4. Understand the impact of particular emerging issues on local, state, and federal education systems.
5. Prepare briefing materials for decision makers on one or more emerging issues.
General Requirements

1. Consistent attendance.
2. Complete all required readings before class.
3. Participation in individual and group assignments during class.
4. Presentation of doctoral level work in terms of scope, depth, writing mechanics, appearance, and APA style (see expectations for written work).
5. All assignments must be handed in on time. Late assignments will not be given full-credit. If a student has an emergency situation, she or he should contact the instructor as soon as possible to qualify for an exception.

Nature of Course Delivery

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

Course Assignments

1. **School Board Meeting Summary:** Attend a meeting of a local school board and write a summary of the issues discussed at the meeting. Which, if any, of the topics discussed suggest new or emerging issues? If not, why not? You must attend the meeting in person and include an original copy of the meeting’s agenda with your paper. As an alternative, you may interview a senior decision maker on what she or he sees as emerging issues. The alternative paper must be approved in advance.

   (20 pts) **DUE DATE:** March 15

2. **Media Coverage:** Weekly discussion of issues and/or policies that have been covered in local, state, national, or international media. Bring or post (on Blackboard – Discussion Board) your source for the issue that you have selected.

   (30 pts) **DUE DATE:** Every Class!!

3. **Policy Recommendation and Presentation:** Each student will engage in the policy process. That is, each student will identify and define an emerging “educational issue,” which they will then investigate and formulate into a policy recommendation. The end results of these efforts will be a formal paper “Policy Recommendation” (See “The Formal Paper”) and a “Policy Presentation” (See “Presentation Rubric”).

   The presentation will be shared with classmates in the form of a one-page policy briefing (See sample paper).

   (15 pts) **PRESENTATION DUE DATES:** April 5, April 12, April 26 (35 pts) (WRITTEN PAPER DUE DATE – April 26)
# Tentative Class Outline

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>January 25</td>
<td>Introductions; review of class expectations; review and consideration of modifications to syllabus; issue identification</td>
<td>For February 1: (1) Media coverage (focus on national news) (2) Read Policy Process Hand-out (3) Blackboard “Documents” – Reading Assignment (NCES Report)</td>
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<tr>
<td>February 1</td>
<td>Educational Achievement</td>
<td>For February 8: (1) Media coverage (focus on state-VA, rather than national news) (2) Blackboard Reading Assignment (Hearing Testimony)</td>
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<td>February 8</td>
<td>No Child Left Behind Act (NCLB) - highly qualified requirements for special education teachers</td>
<td>For February 15: (1) Media coverage (focus on local news – county or school system) (2) Select an article or information related to local school issues</td>
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<tr>
<td>February 15</td>
<td>Local School Issues</td>
<td>For February 22: (1) Media coverage (focus on international news) (2) Select an article or information related to the impact of globalization on education</td>
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<tr>
<td>February 22</td>
<td>Globalization and Education</td>
<td>For March 1: (1) Media coverage (focus on legal news) (2) Select an article or information related to role of federal courts in education</td>
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<tr>
<td>March 1</td>
<td>Role of Federal Courts in Education</td>
<td>For March 8: (1) Media coverage (focus on policy) (2) Read Against the Undertow – article in library (on reserve)</td>
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<tr>
<td>March 8</td>
<td>Bilingual Education—Yesterday, Today and Tomorrow</td>
<td>For March 15: (1) Media coverage (2) Blackboard Reading Assignments (Educating Migrant Children and Plyler v Doe)</td>
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<td>March 15</td>
<td>Equal Educational Opportunity Assignment Due: School Board Meeting Summary</td>
<td>For March 22: (1) Media coverage (focus on school reform) (2) Read Reforming… Schools – article in library (on reserve)</td>
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<td>March 22</td>
<td>School Reform</td>
<td>For March 29: (1) Media coverage (2) Read Am. S.B. No.12 (Amend to Ohio Revised Code – in library (on reserve) (3) Find out what policy agendas are being formulated</td>
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<tr>
<td>Date</td>
<td>Agenda Topic</td>
<td>Topic Details</td>
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<tr>
<td>March 29</td>
<td>Policy Agenda</td>
<td><em>For April 5:</em> (1) Media coverage (2) Reading Assignment TBD</td>
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<tr>
<td>April 5</td>
<td>Remaining topics TBD based on collective needs &amp; interest of class</td>
<td><em>For April 12:</em> (1) Media coverage (2) Reading Assignment TBD</td>
</tr>
<tr>
<td>April 12</td>
<td>Topics TBD based on collective needs &amp; interest of class</td>
<td><em>For April 19:</em> NO READING ASSIGNMENT – NO CLASS ON APRIL 19</td>
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<tr>
<td>April 19</td>
<td>NO CLASS - SPRING BREAK</td>
<td><em>For April 26:</em> (1) Media coverage (2) Reading Assignment TBD</td>
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<tr>
<td>April 26</td>
<td>Topics TBD based on collective needs &amp; interest of class</td>
<td><em>For May 3:</em> (1) Media coverage (2) Reading Assignment TBD</td>
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<tr>
<td>May 3</td>
<td>Topics TBD based on collective needs &amp; interest of class</td>
<td>LAST CLASS</td>
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**Grading Scale**

- A+ = 100 points
- A = 95 - 99 points
- A - = 90 - 94 points
- B+ = 85 - 89 points
- B = 80 - 84 points
- B - = 75 - 79 points
- C = 70 - 74 points
- F = 69 points or below

**Absence From Class:**

Candidates are expected to attend every class for its entirety. Emergencies sometimes arise, however. If you need to be absent from class, you are expected to notify the instructor in advance by telephone or e-mail. If you miss more than one class, you will lose participation points. If you come to class more than 30 minutes late or leave more than 30 minutes early, your participation points for that session will be reduced.

**Grade Appeals:**

Candidates must present grade appeals in writing and must put forth a reasonable written explanation that supports their request for a grade change.
**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-font.
- Write clearly.
- Include a cover page with name, date & assignment.
- No binders, or plastic covers.
- Limit the use of “I” in your writing.
- Find a good proofreader!
- Follow APA Guidelines.
- Avoid Plagiarism!!!!

**Classroom Climate:**

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

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

**Statement of Expectations**

The College of Education and Human Development (CEHD) expects all students to abide by the following:

**Responsible Use of Computing**

Students must agree to abide by the university policy for Responsible Use of Computing. See [http://mail.gmu.edu](http://mail.gmu.edu) and click on Responsible Use of Computing at the bottom of the screen.

**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 student’s work contains plagiarism, the student will receive no credit for the assignment.

**Disability Resource Center**

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.
MISCELLANEOUS WEB SITES
National School Boards Association
Legal Clips – Free service of NSBA Office of General Counsel
Look specifically @School Law Issues
http://www.nsba.org/cosa/

Education Law Association
Phone: 937-229-3589
e-mail: ela@udayton.edu
Website: http://www.educationlaw.org
(Students membership available)

Education Law Web Sites
http://www.access.digex.net/~edlawinc/

http://lawinfo.com/legal_research/legal_research_invds.html

http://www.lawinfo.com/links/federal

http://www.lawinfo.com/links/federal/constitution.html

http://www.law.cornell.edu

Tracking Current U.S. Legislation: http://thomas.loc.gov/
United States Constitution: http://www.law.cornell.edu/constitution/constitution_overview.html
Public Laws: http://thomas.loc.gov
Congressional Record: http://thomas.loc.gov

Special Education Focus
http://www.cec.sped.org

http://www.pacer.org/legislation/index.htm

http://www.transitionlink.com/

http://www.cast.org/

http://www.ed.gov/about/offices/list/osep/index.html

http://www.nichcy.org

http://prenhall.com/murdick