

Teaching and Learning:

Each class will include a variety of activities and exercises. Out-of-class work will rely on readings and on the use of resource task sheets created to complement the primary text. Specific process goals for the class are as follows:

1. Discussion and collaboration are key aspects of this course. All candidates are expected to make multiple, thoughtful contributions to class discussions and assigned projects, based on assigned readings, research, and informed consideration of what classmates have previously said.
2. Writing is an important activity for many roles within schools. Therefore, the process of writing is incorporated so that candidates will achieve the following objectives:
 - develop greater confidence in their ability to write effectively using expository, analytical, and persuasive methods;
 - learn how to review their own work and the work of others to eliminate errors and maximize clarity; and
 - produce written products immune to criticism from a skeptical public.
3. We will endeavor to create an on-line environment that approximates what we know about learning organizations. Consequently, it is important that we create a space that allows participants to try out new ideas and voice opinions without fear of ridicule or embarrassment. The hallmark of a learning organization is a balance between openness and constructive feedback; hence, everyone is expected to:
 - a. demonstrate appropriate **respect for one another**;
 - b. voice concerns and opinions about class process openly;
 - c. engage in **genuine inquiry**;
 - d. recognize and celebrate each other's ideas and accomplishments;
 - e. show an awareness of each other's needs; and
 - f. **maintain strict confidentiality** regarding any information shared.

Course 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. Candidates taking this course will:

1. Engage in reflective practice with regard to 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 Outcomes

Candidates will focus on major legal and ethical issues in education. At the end of this course, successful candidates 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 candidates 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 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, ISLLC Standards, and ELCC (NCATE) Standards dealing with the legal, ethical, and political context of education. Specific ELCC Standards addressed include: 3.3, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 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, candidates will develop an explicit understanding of Virginia’s “Child Abuse and Neglect Recognition and Intervention Act (Code of Virginia 22.1-98). Such understanding will include:

1. Recognizing child abuse and neglect
2. Reporting child abuse and neglect
3. Intervention following a child protective services investigation

Course Materials

Required Texts:

- Gooden, M., Eckes, S., Mead, J.F., & McNeal, L.R. (2013). *Principal’s Legal Handbook* (5th ed.). Education Law Association
- Shapiro, Joan P. & Stefkovich, Jacqueline A. (2016). *Ethical Leadership and Decision Making in Education* (4th ed.). Routledge

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>

George Mason University Library/LexisNexis Academic: <http://library.gmu.edu/>

Technology Requirements

This course will be delivered on GMU’s Blackboard platform, so students are required to have access to Blackboard. A Blackboard site is available to all students enrolled in the course at:

<http://mymason.gmu.edu>. You need to log on using your GMU user name and password. To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- 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.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
 - **Adobe Acrobat Reader:** <http://get.adobe.com/reader/>
 - **Windows Media Player:** <http://windows.microsoft.com/en-us/windows/download-windows-media-player>
 - **Apple QuickTime Player:** www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool Blackboard

Other Technology Reminders

Bb Collaborate: You will communicate with your colleagues and instructor using Bb Collaborate for both group collaborate sessions and the instructor's virtual office hours. We may also use **Skype and Google Hangout** as possible video communication platforms when needed.

Email: All candidates are required to activate and monitor their GMU e-mail accounts. I strongly recommend that you do not forward your Mason e-mail to a different account because attachments are often lost that way. It is best to check e-mail directly from your Mason account daily. Per university policy in compliance with federal law, I will only communicate with candidates via their GMU email accounts and will be unable to respond to emails sent from other accounts (i.e., gmail, yahoo, work email, etc.). Any announcements regarding the course will be sent to your GMU account. I will respond to emails within 24 hours, excluding weekends.

Course Requirements

General Expectations

Consistent with expectations of a Master's level course in the Education Leadership program, grading is based heavily on student performance on written assignments and project based learning activities. The assignments constructed for this course reflect a mix of skills associated with the application of constitutional, statutory and case laws, policies, and regulations that inform decision making and advocacy for all members of the school community. The two types of work will be assessed using the following broad criteria:

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.

Spell correctly.

Type all work.

Write clearly.

Find a good proofreader!

Follow **APA guidelines** (double space, references, etc.)

Avoid plagiarism!!!!

Papers are due as indicated on the reading schedule that follows. ALL ASSIGNMENTS must be submitted **electronically, through Blackboard.**

Late work: All work must be submitted on time, meaning no later than by midnight of the due date. If you happen to be absent on the day a paper is due, the due date remains and the paper must be submitted electronically. **Assignments will not be accepted after the due date.**¹

Expectations for Group Work

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

Additionally, a significant portion of the class grade will be based on participation in various individual and group activities. The overall weights of the various performances are as follows:

Evaluation Criteria: Performance-Based Assessment

Class participation 125 points

Candidates are expected to participate actively in class discussions, small group activities, and in serving as critical friends to other colleagues. The participation rubric is available on the course site. Participation points will be assessed as part of each unit and the activities are as follows:

Orientation (5 points)

- Show What You Know Survey
- Syllabus Quiz
- Review of Intelligent Design on Trial

Unit 1 (10 points)

- Synthesis of Knowledge: Discussion Board Post
- Reflective Equilibrium: Values Assessment
- Ethical Decision Making Discussion Board Post (Responses to case study questions)

Unit 2 (50 points)

- Ceremonial Rights Case Study. Discussion Board Post
- Of Textbooks and Tenets. Mozart v. Spartanburg. Short Answer Quiz
- Equal Access. Short Answer Quiz
- *Case Study Analysis, A Day of Silence, A Day of Truth, and a Lawsuit.* Discussion Board Post
- Court Case Brief. Hardwick v. Heyward. Discussion Board Post
- Case Reviews and Discussions

Unit 3 (30 points)

- Case Study Analysis, *A Student' Right to a Harassment Free Education*
- Davis Test
- Case Study Analysis, *When Push Comes to Shove*

¹ At the instructor's discretion, and only under unusual and compelling circumstances, e.g., a serious illness, due dates may be renegotiated.

Unit 4 (30 points)

- Case Study Analysis, *When All Means All*
- Short answer response, *Garcetti v. Ceballos*
- Case Study Analysis: Teacher with a Learning Disability
- Homeless Students Case Law Review

Assignments - 375 points

The following four assignments will be completed during the semester. Each is a required performance for this course.

1. Ethics Code and Case Analysis
2. Legal Issue Analysis – Search and Seizure
3. Legal Issue Analysis – Sexual Harassment
4. Special Populations Analysis of Cases

Each assignment relates to the application of ethics and law in the school context. A description of each assignment and a rubric for grading each assignment are included at the end of this syllabus.

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				

TK20 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 TK20 through Blackboard. In EDLE 612, the required performances are the Code of Ethics Development and the Special Populations Case Briefs & Presentation. These performances must be submitted to TK20 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 TK20 through Blackboard. Failure to submit the assessment to TK20 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 TK20 Blackboard submission, the IN will convert to an F nine weeks into the following semester.

On-line Expectations

- **Course Week:** Because online courses do not have a “fixed” meeting day, 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. Since the course is implemented over a six week timeline, this should occur daily.
- **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 if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **daily** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

George Mason University Policies and Resources for Students

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. Students are responsible for the content of university communications sent to their George Mason University 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.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See <http://caps.gmu.edu/>).
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

Professional Dispositions

Candidates 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. Candidates are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.

*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.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Proposed class schedule (1 of 3)

To accommodate the learning needs of the class, the topic and reading schedule may be amended during the semester. Please check for announcements on the course website for any update to the schedule

Session/Date	Lessons	Reading	Activities/ Assignments
Session 1 May 16-22	Course Orientation Overview Legal and Ethical Principles	<i>Principal's Legal Handbook</i> : Chapter 1 <i>Ethical Leadership & Decision Making</i> : Chapter 1	<ul style="list-style-type: none"> Syllabus Quiz
	Unit 1 Lesson 1 Defending Your Decisions	Ethical Leadership:A Case Study Framework (Blackboard) "Are You Prepared to Defend the Decisions You've Made?" Reflective Equilibrium, Situational Appreciation, and the Legal and Moral Decisions of School Leaders (Blackboard) <i>Ethical Leadership & Decision Making</i> : Chapter 2	<ul style="list-style-type: none"> Show What You Know Survey
	Unit 1 Lesson 2 <ul style="list-style-type: none"> Philosophical Sources of Authority 		
	Unit 1 Lesson 3 <ul style="list-style-type: none"> Theoretical Sources of Authority 	<i>Ethical Leadership & Decision Making</i> : Chapter 5: pgs. 67-82 Case Studies (5.1 – 5.5)	Discussion board posts responding to assigned case questions 5.1.2 - 5.4.4 -5.5.5
May 22, 2016	Submit Assignment One: Ethics Code & Case Study (posted by midnight)		
Session 2 May 23-27	Unit 2 Lesson 1 <ul style="list-style-type: none"> Religious Liberty 	<i>Principal's Legal Handbook</i> : Chapter 30 <i>Ethical Leadership & Decision Making</i> : Chapter 7	<ul style="list-style-type: none"> Discussion Board Post <i>Ceremonial Rights Case Study</i> Short Answer Quiz Of <i>Textbooks and Tenets. Mozart v. Spartanburg.</i>
	Unit 2 Lesson 2 <ul style="list-style-type: none"> Freedom of Expression Briefing a Case 	<i>Principal's Legal Handbook</i> : Chapter 3 HARDWICK HARDWICK v. HEYWARD (2013) (Blackboard)	<ul style="list-style-type: none"> Case Brief: Hardwick Heyward Discussion Board Post <i>Case Study Analysis, A Day of Silence, A Day of Truth, and a Lawsuit.</i>
	Unit 2 Lesson 3 <ul style="list-style-type: none"> Cyberspace 	<i>Principal's Legal Handbook</i> : Chapter 9 <i>Ethical Leadership & Decision Making</i> : Chapter 11 and Case Study 11.1	Discussion board posts responding to assigned case question 11.1.1

Proposed class schedule – continued (2 of 3)

Session/Date	Lessons	Reading	Activities/ Assignments
Session 3 May 30, June 3	Unit 2 Lesson 4 <ul style="list-style-type: none"> • Fourth Amendment • Fifth Amendment 	<i>Principal's Legal Handbook</i> : Chapters 2 and 4 Derailing the Schoolhouse-to-Jailhouse Track (Blackboard) <i>Ethical Leadership and Decision Making in Education</i> : pgs. 155-159 and Case 10.1 <i>Keeping Children Safe</i>	<ul style="list-style-type: none"> • Assigned case analysis (Group Activity) • Discussion Board Post Case Study Analysis, <i>Keeping Children Safe</i>
	Unit 2 Lesson 5 <ul style="list-style-type: none"> • FERPA 	<i>Principal's Legal Handbook</i> : Chapter 5 <i>Ethical Leadership and Decision Making in Education</i> : pgs. 83-89 Case 6.1 A <i>Home for Marlon</i>	Discussion Board Post Case Study Analysis, <i>A Home for Marlon</i>
June 5, 2016	Submit Assignment Two: Search, Seizure, Due Process (post by midnight)		
June 6, 2016	Search, Seizure, Due Process Case Reviews	Classmates' Case Analyses	Case Reviews and Discussions
Session 4 June 6-10	Unit 3 Lesson 1 <ul style="list-style-type: none"> • Sexual Harassment 	<i>Principal's Legal Handbook</i> : Chapter 8 <i>Ethical Leadership & Decision Making</i> : Chapter 10 (pgs. 169 – 184)	<ul style="list-style-type: none"> • Case Study Analysis, <i>A Student's Right to a Harassment Free Education</i> • Davis Test
	Unit 3 Lesson 2 Child Abuse	<i>Principal's Legal Handbook</i> : Chapter 7	<ul style="list-style-type: none"> • Assigned case analysis (Group Activity)
	Unit 3 Lesson 3 <ul style="list-style-type: none"> • Torts 	<i>Principal's Legal Handbook</i> : Chapter 26	Discussion Board Case Study Analysis, <i>Push Comes to Shove: When a Teacher Gets Sued</i>
June 12, 2016	Submit Assignment Three: Sexual Harassment (post by midnight)		
June 13, 2016	Sexual Harassment Case Reviews	Classmates' Case Analyses	Case Reviews and Discussions
Session 5 June 13-17	Unit 4 Lesson 1 <ul style="list-style-type: none"> • School Leader as Advocate 	<ul style="list-style-type: none"> • The Principal's Legal Handbook: Chapters 12, 15, 18, 35, 37 • <i>Ethical Leadership and Decision Making in Education</i>: pgs. and Case 8.1 <i>When All Means All</i> 	Discussion Board Post Case Study Analysis, <i>When All Means All</i> Homeless Students Case Law Review

Proposed class schedule – continued (3 of 3)

Session/Date	Lessons	Reading	Activities/ Assignments
Session 5 continued	Unit 4 Lesson 2 <ul style="list-style-type: none"> School Leader as State Actor 	Garcetti v. Ceballos (2006) (Blackboard) The Principal's Legal Handbook - Chapter 21 and 23	Short answer response
	Unit 4 Lesson 3 <ul style="list-style-type: none"> School Leader as Supervisor 	<i>ELA: Chapters 25 and 27</i> Case Study from Library, <i>When a Teacher Has a Learning Disability</i> (Blackboard)	
Session 6 June 20-23	Special Populations Research		Identify, Analyze and Prepare Topical Cases <ul style="list-style-type: none"> Presentation Case Briefs
June 24, 2016	Submit Assignment Four: Special Populations Cases (post by midnight)		
Open	Special Population Case Reviews	Classmates' Case Analyses	Case Reviews and Discussions

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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: May 23, 2016

ASSIGNMENT VALUE: 95 Points

I. Develop a Code of Ethics.

- A. Identify key ethical and legal principles, personal values, and reference to the source 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 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
<p>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%)</p>	<p>The candidate develops a code of ethics that includes clearly identified ethical and legal principles from 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.</p>	<p>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.</p>	<p>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.</p>	<p>The candidate develops a code of ethics but fails to identify ethical and legal principles as the primary source and foundation of the code.</p>
<p>ELCC 5.3 Candidates understand and safeguard the values of democracy, equity, and diversity within the school. (20%)</p>	<p>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.</p>	<p>The candidate sufficiently describes an ethical dilemma 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.</p>	<p>The candidate poorly describes an ethical dilemma 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.</p>	<p>The candidate fails to describe an ethical dilemma, 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.</p>

Ethical Case Study Assessment Rubric -- continued

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
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.
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.

----- RUBRIC CONTINUED ON NEXT PAGE -----

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
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 choice are poor.

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APPENDIX B

Legal Issue Analysis (140 Points)

Candidates 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 identification and considered application of constitutional, statutory and case laws, policies, regulations, and ethical models to resolve issues presented in each assigned case. Candidates will be expected to work in small collaborative groups to analyze court holdings, 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 analyses. The final aspect of this assignment requires each candidate to develop a one page narrative that presents either a comprehensive dissenting opinion for each case, or a plan for implementation of the transformational task in the leadership decision cycle. Cases and group configurations will be randomly assigned.

ASSIGNMENT VALUE: 70 Points per case

DUE DATE: June 6, 2016 (Due Process, Search, and Seizure)

June 13, 2016 (Sexual Harassment, Child Abuse, Immunity & Liability)

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 Candidates 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 Rubric (Part A and B) Assessment Rubric – continued

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
ELCC 6.1 Candidates understand and can advocate for school students, families, and caregivers. (15%)	Multiple citations of relevant constitutional, 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 constitutional, 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 constitutional 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 constitutional 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 Candidates 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 Candidates 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 Rubric (Part A and B) Assessment Rubric – continued

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
<p>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. (10%)</p>	<p>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).</p>	<p>A general analysis of leadership decisions in terms of established ethical practices, self-awareness, reflective practice and transparency (philosophical, theoretical ethical paradigms).</p>	<p>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).</p>	<p>The candidate omits an analysis of leadership decisions in terms of established ethical practices, self-awareness, reflective practice and transparency (philosophical, theoretical ethical paradigms).</p>
<p>ELCC 5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. (10%)</p> <p>TRANSFORMATIONAL TASK OR DISSENTING OPINION</p>	<p>Candidate presents a leadership perspective that is clearly informed by an evaluation of moral, ethical, and legal consequences of decisions that impact the school environment.</p>	<p>Candidate presents a leadership perspective that is generally informed by an evaluation of moral, ethical, and legal consequences of decisions that impact the school environment.</p>	<p>Candidate presents a leadership perspective that is loosely informed by an evaluation of moral, ethical, and legal consequences of decisions that impact the school environment.</p>	<p>Candidate fails to present a leadership perspective that is loosely informed by an evaluation of moral, ethical, and legal consequences of decisions that impact the school environment.</p>
<p>Discussion of information and references is useful and instructive. (10%)</p>	<p>The presentation sources numerous (8-10) high quality references; provides clear and thorough discussion; and conducts critical evaluations of each.</p>	<p>The presentation sources several (6-7) high quality references; provides solid discussion; and conducts evaluations of each.</p>	<p>The presentation sources several (6-7) but not high quality references; provides solid discussion; and conducts evaluations of each.</p>	<p>The presentation sources insufficient and poor quality references; provides insufficient discussion; and conducts insufficient evaluations of each.</p>
<p>Organization, mechanics, and proofreading of the paper. (5%)</p>	<p>The paper is well-organized and error-free; non-discriminatory language is used, clear sentence structures are used. APA format is correct.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Presentation and Engagement (5%)</p>	<p>Clearly and professionally designed and presented, inspiring wide participation from the audience.</p>	<p>Clearly and professionally designed and presented, inspiring some participation from the audience.</p>	<p>Clearly and professionally designed and presented, inspiring limited participation from the audience.</p>	<p>Clearly presented, however, it inspires no participation from the audience.</p>

APPENDIX C

Special Populations Presentation and Briefs — Candidates are expected to identify an issue or topic related to the larger political, social, economic, legal, and cultural context of schools that impacts educational opportunities for students as well as the rights of families and caregivers. Candidates will first independently complete five one page case briefs in which they analyze significant statutes, regulations, and judicial holdings that are pertinent to the issue or topic of interest, specifically an issue related to students with disabilities, English language learners, student race, economic challenges, or other significant disadvantages impacting student learning and educational opportunities. Each case brief should identify and analyze recent case law; although, one or two historic or landmark cases may be included as appropriate. The issue or topic must be directly related to the provision and protection of educational opportunities for all students. Each case brief should be organized to include all elements of a court decision including: the case citation, the facts of the case, the legal issue in question, the court’s holding, an explanation and analysis of the court’s reasoning, as well as the implications and recommendations for school leaders. Candidates will then collaborate with peers who have selected issues in common to develop an in-class presentation that summarizes the collective findings, key ideas, and strategies to inform education leadership practice. Groups will have approximately 20 minutes to make their presentations. The presentation should include time for questions, discussion, and facilitate audience engagement.

DUE DATE: June 24, 2016

ASSIGNMENT VALUE: 140 Points

Special Populations – Case Briefs Assessment Rubric

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Introduction 5%	The citation is addressed correctly. All significant details have been included.	The citation is addressed correctly, but minor details have been overlooked.	The citation is addressed, but several details have been overlooked.	The citation is either not included or is completely incorrect.
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% FACTS & ISSUE	The candidate’s written assessment of the fact pattern is comprehensive and the legal issue is clearly defined to reveal a clear understanding of the policy and practice variables that impact equity and social justice for all students.	The candidate’s written assessment of the fact pattern and legal issue reveals a general understanding of the policy and practice variables that impact equity and social justice for all students.	The candidate’s written assessment of the fact pattern and/or legal issue reveals a limited understanding of the policy and practice variables that impact equity and social justice for all students.	The candidate’s written assessment of the fact pattern and/or legal issue is missing or reveals a lack of understanding of the policy and practice variables that impact equity and social justice for all students.

Special Populations – Case Briefs Assessment Rubric -- continued

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
<p>ELCC 6.2 Candidate understands local, district, state, and national decisions affecting student learning. 15% HOLDING</p>	<p>The candidate provides extensive discussion of the case holdings and how the courts' judgments impact local, district, state and national laws and policies that affect student learning.</p>	<p>The candidate provides sufficient discussion of the case holdings and how the courts' judgments impact local, district, state and national laws and policies that affect student learning.</p>	<p>The candidate provides limited discussion of the case holdings and how the courts' judgments impact local, district, state and national laws and policies that affect student learning.</p>	<p>The candidate provides insufficient discussion of the case holdings and how the courts' judgments impact local, district, state and national laws and policies that affect student learning.</p>
<p>ELCC 5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. 20% REASONING</p>	<p>The candidate identifies 4 legal and 1 ethical principle that influenced the court's reasoning.</p>	<p>The candidate identifies 3 legal and 1 ethical principle that influenced the court's reasoning.</p>	<p>The candidate identifies 3 legal and 1 ethical principle that influenced the court's reasoning.</p>	<p>The candidate does not use legal nor ethical principles to interpret the court's reasoning.</p>
<p>ELCC 6.1 Candidates demonstrate the ability to advocate for school students, families and caregivers through analysis of how law and policy is applied fairly and consistently. 25% IMPLICATIONS</p>	<p>The candidate's briefs and presentation demonstrate a superior ability to understand and advocate for students, families and caregivers through analysis of how law and policy is applied consistently, fairly, and ethically.</p>	<p>The candidate's briefs and presentation demonstrate an ability to understand and advocate for students, families and caregivers through analysis of how law and policy is applied consistently, fairly, and ethically.</p>	<p>The candidate's briefs and presentation demonstrate some, but limited ability to understand and advocate for students, families and caregivers through analysis of how law and policy is applied consistently, fairly, and ethically.</p>	<p>The candidate's briefs and presentation fail to demonstrate an ability to understand and advocate for students, families and caregivers through analysis of how law and policy is applied consistently, fairly, and ethically.</p>

----- RUBRIC CONTINUED ON NEXT PAGE -----

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Organization, mechanics and proofing 5%	The briefs are evenly consistent with the prescribed format, organized and error-free; non-discriminatory language is used, clear sentence structures are used.	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.	The briefs are somewhat organized. Several errors are present. Language is discriminatory in nature. Sentence structures are unclear and word choices are confusing.	The briefs are poorly organized. Numerous errors and discriminatory language are present. Sentence structures are poor, word choices are confusing.
Presentation 10%	Presentation of the topic reveals in-depth research of the legal issues, clear synthesis of key points to inform recommendations for future leadership practice, and incorporates design elements that stimulate discussion and questions.	Presentation of the topic reveals general research of the legal issues, synthesis of key points to inform recommendations for future leadership practice, and incorporates design elements that stimulate discussion and questions.	Presentation of the topic reveals limited research of the legal issues, synthesis of key points to inform recommendations for future leadership practice; design elements do not stimulate discussion and questions.	Presentation of the topic reveals a lack of research of the legal issues, no synthesizes of key points to inform recommendations for future leadership practice; design elements do not stimulate discussion and questions.