

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
Education Leadership Program**

**EDLE 612, Section 001: Education Law  
3 credits, Fall 2016**

**Meeting Day: Wednesdays; August 29 through December 10, 2016; 4:30-7:10 p.m.  
Thompson Hall – Fairfax Campus – Room TH 1018**

**Faculty**

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**Prerequisite(s):** B- or higher in EDLE 620 or EDSE 743; EDLE 690 and EDLE 791.

**University Catalog Course Description:** 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.

**Overview of Course Content:** Legal problems with candidates, parents, and community organizations are increasing in number and complexity and official reactions and solutions to these problems are likely to be subjected to judicial review. A wrong step can land the school administrator in court—with the accompanying expense, notoriety and always embarrassment. Litigation cannot be avoided entirely, but school systems, administrators and teachers can minimize it and increase their chances of success in suits filed by knowing the law, anticipating problems, and taking precautionary steps. The body of school law, both statutory and case has increased by leaps and bounds in the last decade. Colleges and universities preparing prospective teachers and administrators have offered courses in school law. Some state legislatures and state boards of education have prescribed training in school law as one of the prerequisites for certification.

**Course Delivery Method:** 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.

**Teaching and Learning:**

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 classmates' comments.

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

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.

All written work is expected to be submitted on time as indicated below. All written work must be edited carefully before being submitted so that candidates are turning in their best work.

### ***Classroom Climate:***

A positive climate depends on cooperation among all candidates 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.

### **Learner 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 objectives are active, to a greater or lesser degree, in this course. This course is designed to enable candidates to do the following:

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. demonstrate an understanding of 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. use the Internet to obtain legal information.

### **Learner 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.

## **Professional Standards**

The course addresses VADOE Competencies, ISLLC Standards, and ELCC (NCATE) Standards dealing with the legal, ethical, and political context of education.

Upon completion of this course, candidates will have met the following professional ELCC Standards: 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

Texts are available in the GMU Bookstore in the Johnson Center. Additional materials and hand-outs will be posted on Blackboard and/or distributed in class.

### *Suggested 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>

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

### *Classroom Materials:*

In order to successfully complete required assignments, candidates must have access to a personal computer with internet access, be able to use basic word processing and e-mail, and

access appropriate websites (see suggested resources) for supplemental materials.  
**Correspondence by e-mail will use your Mason e-mail account.**

*Outside-of-Class Resources:*

Candidates are required to use Blackboard as part of this course. Vital information for the course will be posted on the Blackboard site; we will communicate regularly through this site. Candidates are required to submit their course assignments electronically using the Blackboard website. Online access is vital for the distance learning aspects of the course and is an important part of course participation grade. **All candidates are required to activate and monitor their GMU e-mail accounts.**

Cancellation Policy: If a cancellation is necessary, the class will be made up via an electronic activity. Specifically, candidates are expected to log-on to the computer in order to participate in an electronic discussion/activity as directed, which will replace the missed class.

**Course Performance Evaluation**

Candidates are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, TK20. Hard copy).

*Written and Group Performance Assignments (85 points)*

Since this is a graduate-level class, **high quality work** on all assignments is expected. Candidates should refer to the appendices and rubrics for specific guidance on the preparation of assignments. The Ethics Code and Case Study Analysis and the Special Populations assignments must be submitted via TK20. The Legal Issue Analyses assignments will be submitted via Blackboard.

- |   |                                    |
|---|------------------------------------|
| 1. Ethics Code and Case Study Analysis (25 points)            | Directions & Due Date: Appendix A  |
| 2. Legal Issue Analyses (30 points)                           | Directions & Due Dates: Appendix B |
| 3. Special Populations Case Briefs & Presentation (30 points) | Directions & Due Date: Appendix C  |

*Expectations for Written Work*

Use appropriate grammar.  
Writing should be the caliber of a graduate candidate.  
Use Times Roman or Arial 12-point font.  
Include a cover page with name, date & assignment.  
Follow **APA guidelines** (double space, references, etc.)

Spell correctly.  
Type all work.  
Write clearly.  
Find a good proofreader!  
**Avoid plagiarism!!!!**

*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.

### Participation and Attendance (15 points)

Candidates are expected to attend every class for its entirety. **Maximum class participation points will be earned by candidates who attend all classes, are on time and do not leave early.** Part of your course grade is earned through ongoing assessment of your attendance, performance, communication and professional disposition in class and online discussions. Punctual attendance and regular class participation are vital to your success in this course. Participation includes, but is not limited to the following:

- Coming to class prepared (i.e., reading the assigned material)
- Demonstrate respect and civility (**avoid side conversations, multi-tasking**, etc...)
- Professional behavior and presentation
- Willingness to volunteer for a class activity
- Contributing to class and online discussions in a meaningful manner
- Sticking to the topic at hand
- Respect for others' responses and questions
- Use of appropriate problem solving techniques
- Appropriate use of allotted time
- Sharing experiences from work that that are relevant to the class discussion

### Course Performance Evaluation Weighting:

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

### Grading Policies

Papers are due as indicated on the reading schedule that follows. ALL ASSIGNMENTS must be submitted **electronically, either through Blackboard or TK20.**

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.**<sup>1</sup>

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

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

changed upon completion of the required TK20 Blackboard submission, the IN will convert to an F nine weeks into the following semester.

### **Professional Dispositions**

Candidates are expected to exhibit professional behaviors and dispositions at all times. Consistent with our mission to educate exceptional leaders who act with integrity and respect for others, candidates are not permitted to record a class themselves by any means without prior expressed consent of the instructor -- except for class recordings made to accommodate requests presented by the George Mason University's Office of Disability Services.

Plagiarism: Candidates must avoid plagiarizing the work of others. Specifically, when referencing a source or author, candidates must give appropriate source documentation; and when using direct quotes, candidates 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.

### **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/>.

### **George Mason University Policies and Resources for Candidates**

#### *Policies*

- Candidates must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- Candidates must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Candidates 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 candidates **solely** through their Mason email account.
- Candidates 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/>].
- Candidates must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- Support for submission of assignments to TK20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support

candidates as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

- 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 candidates' personal experience and academic performance (See <http://caps.gmu.edu/>).
- The George Mason University Office of Candidate Support staff helps candidates negotiate life situations by connecting them with appropriate campus and off campus resources. Candidates in need of these services may contact the office by phone (703-993-5376). Concerned candidates, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason candidate or the community by going to <http://candidatesupport.gmu.edu/>, and the OSS staff will follow up with the candidate.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

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## Class schedule:

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 if you miss a class. You are expected, however, to keep pace with the calendar of assigned readings.

Class		Topic	Assigned Readings	Assignments
1	8/31	Syllabus Review Decision-making Models American Legal System	Ethical Leadership: A Case Study Framework (Blackboard) <i>ELA</i> : Chapter 1 <i>Stefkovich</i> : Part 1	
2	9/7	Developing an Ethical Code ✓ Examine ethical dilemmas ✓ Deconstruct bias ✓ Reflect on values	"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>Stefkovich</i> : Chapter 3 and Chapter 5: Case Studies (3.1 – 3.5, 5.1, 5.5)	Bring samples of Codes of Ethics from three different organizations
3	9/14	First Amendment ✓ Religious Liberty ✓ Case Analyses  Pair-Share: Review of Assignment One	<i>ELA</i> : Chapter 30  <i>Stefkovich</i> : Chapter 7: Case Studies (7.1 – 7.3)	Draft: Ethics Assignment
9/18		<b>Ethics Assignment (posted by midnight)</b>		
4	9/21	First Amendment ✓ Freedom of Expression ✓ Case Analyses ✓ Briefing a Case	<i>ELA</i> : Chapter 3 & Chapter 5  HARDWICK HARDWICK v. HEYWARD (2013) (Blackboard)	
<b>COLUMBUS DAY HOLIDAY</b>				
5	9/28	Civil Liberties in Cyberspace ✓ Cyberbullying ✓ Sexting ✓ Copyright	<i>ELA</i> : Chapter 9 and Chapter 31 <i>Stefkovich</i> : Case 11.3: New Bullying for the 21 <sup>st</sup> Century: Cyber-bullying in the Middle and 11.5: Gaming Etiquette or Virtual Bullying	Due Process, Search, and Seizure Cases Assigned
6	10/5	FERPA Fourth Amendment Fifth Amendment ✓ Due Process ✓ Student Discipline ✓ Search & Seizure	<i>ELA</i> : Chapter 2 & 4 Derailing the Schoolhouse-to-Jailhouse Track (Blackboard) <i>Stefkovich</i> – Case studies ✓ Case 6.1: A Home for Marlon ✓ Case 7.4: Moral Empathy, Vulnerability, and Discipline in the Digital Age ✓ Case 10.1: Keeping Children Safe: When is Enough Enough?	Sexual Harassment, Child Abuse, Immunity & Liability Cases Assigned



## Class schedule – continued

Class		Topic	Readings	Assignments
7	10/12	Teacher Employment <ul style="list-style-type: none"> <li>✓ Evaluation</li> <li>✓ Expression</li> <li>✓ Accommodations</li> <li>✓ Intellectual Property</li> </ul>	<i>ELA</i> : Chapter 25 and Chapter 27 and Chapter 31 FINK V. RICHMOND et al (2009) (Blackboard) <i>Stefkovich</i> : Case Study 4.4 <i>Stefkovich</i> - Case 8.2: Black and White and Shades of Gray	Presentations of Analyses <ul style="list-style-type: none"> <li>✓ Search and Seizure</li> <li>✓ Due Process</li> </ul>
8	10/19	Tort Law <ul style="list-style-type: none"> <li>✓ Liability &amp; Negligence</li> </ul> Student Injury	Cases for Analysis (Blackboard) <i>ELA</i> : Chapter 26 Dear Colleague: October 26, 2010	Presentations of Analyses <ul style="list-style-type: none"> <li>✓ Search and Seizure</li> <li>✓ Due Process</li> </ul>
10/23		<b>Due Process, Search, and Seizure - Transformational Task or Dissenting Opinion (posted by midnight)</b>		
9	10/26	<ul style="list-style-type: none"> <li>✓ Child Abuse</li> <li>✓ Sexual Harassment</li> </ul>	<i>ELA</i> : Chapters 7- 8 Dear Colleague: April 4, 2011 Dear Colleague: May 13, 2016 <i>Stefkovich</i> : Case Study 6.3	Special Populations Assignment: <ul style="list-style-type: none"> <li>✓ Identify Topics and Groups</li> </ul>
10	11/2	Equity, Equality, and Equal Protection <ul style="list-style-type: none"> <li>✓ Economic Disadvantage</li> <li>✓ English Language Learners</li> <li>✓ Segregation</li> <li>✓ Homeless</li> </ul>	Assigned Readings (Blackboard) <ul style="list-style-type: none"> <li>✓ Dear Colleague: May 8, 2014</li> <li>✓ Dear Colleague: October 1, 2014</li> <li>✓ Dear Colleague: December 31, 2015</li> </ul> <i>ELA</i> : Chapters 35 through 37	
11	11/9	Students with DisAbilities <ul style="list-style-type: none"> <li>✓ IDEA</li> <li>✓ Section 504</li> </ul>	<i>ELA</i> : Chapters 12, 15, 18-19 Case Studies: SPED & 504 <i>Stefkovich</i> : Case Study 8.4	Presentations of Analyses <ul style="list-style-type: none"> <li>✓ Sexual Harassment</li> <li>✓ Child Abuse</li> <li>✓ Immunity &amp; Liability</li> </ul>
12	11/16	Students with DisAbilities <ul style="list-style-type: none"> <li>✓ Discipline</li> <li>✓ Parental Rights</li> </ul>	<i>ELA</i> : Chapters 18-19	Presentations of Analyses <ul style="list-style-type: none"> <li>✓ Sexual Harassment</li> <li>✓ Child Abuse</li> <li>✓ Immunity &amp; Liability</li> </ul>
11/20		<b>Sexual Harassment, Child Abuse, Immunity &amp; Liability- Transformational Task or Dissenting Opinion (posted by midnight)</b>		
11/23		<b>THANKSGIVING HOLIDAY</b>		
13	11/30	Workshop Class <ul style="list-style-type: none"> <li>✓ Collaborative Planning</li> </ul>		
14	12/7	<ul style="list-style-type: none"> <li>✓ Class Presentations</li> <li>✓ Course Evaluations</li> </ul>	<b>Case briefs must be posted no later than midnight on 12/10/16</b>	Special Populations Presentations of Analyses

## 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: September 18, 2016**

**ASSIGNMENT VALUE: 25 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

	<b>Exceeds Expectations 4</b>	<b>Meets Expectations 3</b>	<b>Approaching Expectations 2</b>	<b>Falls Below Expectations 1</b>
<p><b>ELCC 5.1</b> 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><b>ELCC 5.3</b> 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**

	<b>Exceeds Expectations 4</b>	<b>Meets Expectations 3</b>	<b>Approaching Expectations 2</b>	<b>Falls Below Expectations 1</b>
<b>ELCC 5.2</b> 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.
<b>ELCC 5.4</b> 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.
<b>ELCC 5.5</b> Candidates understand and can promote social justice within a school to ensure that individual candidate 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 candidate.	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 candidate.	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 candidate.	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 candidate.

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

	<b>Exceeds Expectations 4</b>	<b>Meets Expectations 3</b>	<b>Approaching Expectations 2</b>	<b>Falls Below Expectations 1</b>
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 (15 points per case)

Candidates are expected to demonstrate the capacity to evaluate school based dilemmas and subsequently make leadership decisions that are in the best interests of candidates 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: 30 Points**

**DUE DATE: October 23, 2016** (Due Process, Search, and Seizure)

**November 20, 2016** (Sexual Harassment, Child Abuse, Immunity & Liability)

### Legal Issue Analysis - Assessment Rubric

	<b>Exceeds Expectations 4</b>	<b>Meets Expectations 3</b>	<b>Approaching Expectations 2</b>	<b>Falls Below Expectations 1</b>
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.
<b>ELCC 3.3</b> Candidates understand and promote school-based policies and procedures that protect the welfare and safety of candidates 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 candidates 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 candidates 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 candidates 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 candidates is specified.

**Legal Issue Analysis Rubric (Part A and B) Assessment Rubric – continued**

	<b>Exceeds Expectations 4</b>	<b>Meets Expectations 3</b>	<b>Approaching Expectations 2</b>	<b>Falls Below Expectations 1</b>
<b>ELCC 6.1</b> Candidates understand and can advocate for school candidates, 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.
<b>ELCC 6.2</b> Candidates understand and can act to influence local, district, state, and national decisions affecting candidate 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.
<b>ELCC 5.1</b> Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every candidate'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 candidates.	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 candidates.	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 candidates.	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 candidates.

**Legal Issue Analysis Rubric (Part A and B) Assessment Rubric – continued**

	<b>Exceeds Expectations 4</b>	<b>Meets Expectations 3</b>	<b>Approaching Expectations 2</b>	<b>Falls Below Expectations 1</b>
<p><b>ELCC 5.2</b> 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><b>ELCC 5.4</b> 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 Paper and Presentation** — 30 points: 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 candidates 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 candidates with disabilities, English language learners, candidate race, economic challenges, or other significant disadvantages impacting candidate 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 candidates. 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: December 10, 2016**

**ASSIGNMENT VALUE: 30 Points**

### Special Populations – Case Briefs Assessment Rubric

	<b>Exceeds Expectations 4</b>	<b>Meets Expectations 3</b>	<b>Approaching Expectations 2</b>	<b>Falls Below Expectations 1</b>
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.
<b>ELCC 5.5</b> Candidates understand and can promote social justice within a school to ensure that individual candidate 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 candidates.	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 candidates.	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 candidates.	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 candidates.

**Special Populations – Case Briefs Assessment Rubric -- continued**

	<b>Exceeds Expectations 4</b>	<b>Meets Expectations 3</b>	<b>Approaching Expectations 2</b>	<b>Falls Below Expectations 1</b>
<p><b>ELCC 6.2</b> Candidate understands local, district, state, and national decisions affecting candidate learning. 15%  HOLDING</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 candidate learning.	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 candidate learning.	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 candidate learning.	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 candidate learning.
<p><b>ELCC 5.4</b> Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. 20%  REASONING</p>	The candidate identifies 4 ethical (moral) and legal principles influencing the court's reasoning to support decision making about the identified issue.	The candidate identifies 3 ethical (moral) and legal principles influencing the court's reasoning to support decision making about the identified issue.	The candidate identifies 2 ethical (moral) and legal principles influencing the court's reasoning to support decision making about the identified issue.	The candidate identifies only 2 ethical (moral) and/or legal principles influencing the court's reasoning to support decision making about the identified issue.
<p><b>ELCC 6.1</b> Candidates demonstrate the ability to advocate for school candidates, families and caregivers through analysis of how law and policy is applied fairly and consistently. 25%  IMPLICATIONS</p>	The candidate's briefs and presentation demonstrate a superior ability to understand and advocate for candidates, families and caregivers through analysis of how law and policy is applied consistently, fairly, and ethically.	The candidate's briefs and presentation demonstrate an ability to understand and advocate for candidates, families and caregivers through analysis of how law and policy is applied consistently, fairly, and ethically.	The candidate's briefs and presentation demonstrate some, but limited ability to understand and advocate for candidates, families and caregivers through analysis of how law and policy is applied consistently, fairly, and ethically.	The candidate's briefs and presentation fail to demonstrate an ability to understand and advocate for candidates, families and caregivers through analysis of how law and policy is applied consistently, fairly, and ethically.

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

	<b>Exceeds Expectations 4</b>	<b>Meets Expectations 3</b>	<b>Approaching Expectations 2</b>	<b>Falls Below Expectations 1</b>
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.

**Special Populations Presentation**

(Total: 10 Points)

Group Topic: \_\_\_\_\_

Group Membership: \_\_\_\_\_

Presentation

- Issue and legal context are clearly presented \_\_\_\_\_ (1 point)
- Cases are identified & key points explained \_\_\_\_\_ (2 points)
- Synthesis of impact on practice is clear \_\_\_\_\_ (1 point)
- Suggestions for future implementation strategies are clear \_\_\_\_\_ (1 point)
- Presentation is clear and accurate \_\_\_\_\_ (1 point)
- Summary of overall key points is provided (hand-out) \_\_\_\_\_ (2 points)

Discussion/Engagement

- Design elements incorporated to engage colleagues in discussion, questions, or input \_\_\_\_\_ (1 point)
- Overall communication skills \_\_\_\_\_ (1 point)

Total Points \_\_\_\_\_ (10 points)

INSTRUCTOR COMMENTS: