

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

**EDLE 612, Section 601: Education Law**

**3 credits, Spring 2019**

**Meeting Day: Wednesdays; January 9 through April 10, 2019; 4:45-7:45 p.m.**

**Lake Braddock Library**

**Faculty**

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**Prerequisite(s):** EDLE 620; EDLE 690 and EDLE 791.

**University Catalog Description:** (3:3:0) Provides legal foundations of U.S. public schools. Examines general principles of constitutional, federal, statutory and case law, and applies judicial decisions to educational environments. Focuses on legal responsibilities, constraints, and opportunities of public school officials. Includes component of Special Education law.

**Course Overview:** Through reading, case studies, court cases, and presentations, students will learn how to analyze and resolve legal and ethical dilemmas, how to interpret, synthesize and apply regulations, constitutional, statutory, and case laws to PK-12 school-based scenarios, and how to use legal research resources.

**Course Delivery Method:** This is a hybrid course delivered via a 55-45 combination of face-to-face meetings with online sessions. The online sessions are delivered in an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before "[@masonlive@gmu.edu](mailto:@masonlive@gmu.edu)") and email password. The course incorporates a variety of instructional methods including large-and small-group instruction, cooperative learning activities, Internet assignments, lectures, individual presentations, case studies, role-play, and written and verbal assignments.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

**Technical Requirements**

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

*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.*

To get a list of supported operating systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- **Video/Screencasting Tools:** You will use Kaltura, Jing, or Camtasia to record presentations that are consistent with assignment descriptions and instructions.
- **Group Work:** You will use **Google Docs** to complete the collaborative aspects of your assigned group work. The work products will be posted on Blackboard Discussion Boards for class commentary and assessment.
- The following software plug-ins for Pcs and Macs respectively, are available for free download by clicking on the link next to each plug-in:
  - **Adobe Acrobat Reader:** <http://get.adobe.com/reader/>
  - **Windows Media Player:** <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - **Apple QuickTime Player:** [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### **Course Learning Objectives**

This course serves as the foundation for understanding the legal process related to education in the Master's sequence in Education Leadership. All of the program goals are active, to a greater or lesser degree, in this course. Students taking this course will:

1. Engage in reflective practice about education law (internship-related assignments);
2. Strengthen and improve their communication skills through class discussion, writing, and collaborative group work
3. Understand the legal implications and responsibilities associated with cultural, economic, and learning diversity;
4. Reflect on the intersection of law and ethics and the ethical implications of applying education law to everyday situations in schools and school divisions; and
5. Learn how to use the internet to obtain legal information.

### **Candidate Learning Outcomes**

Students will focus on major legal and ethical issues in education. At the end of this course, successful students will be able to:

1. Evaluate school-based dilemmas through the use of philosophical and theoretical ethical models;
2. Identify precedent and emerging issues in education law;
3. Apply constitutional, case, and statutory law to issues of student discipline
4. Apply federal and case law to issues of sexual harassment and child abuse; and
5. Analyze key education law issues in a manner which reveals comprehension of political, social, ethical, and legal influences, specifically the principles, laws, policies, cases & regulations that are applicable in education as they apply to special populations.

## **Relationship of Course Goals to Program Goals**

This course will enable students to develop knowledge, skills, and dispositions that will prepare them to create and maintain learning environments that value diversity, continual knowledge acquisition, instructional leadership, innovative and ethical decision-making, reflective practice, and achievement of all school-aged youth.

## **Relationship of Course to Internship**

Although the internship is a separate course, the Education Leadership program has integrated “embedded experiences” into coursework. 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**

Upon completion of this course, students will have met national leadership standards and competencies specified by the state of Virginia. 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, students 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

## **Required Texts**

- Alexander, K., & Alexander, M.D. (2015). *The Law of Schools, Students and Teachers* (6th ed.). West Academic Publishing
- Shapiro, Joan P. & Stefkovich, Jacqueline A. (2016). *Ethical Leadership and Decision Making in Education* (4th ed.). Routledge
- Additional required readings and research will be required. Instructions will be posted on Blackboard.

## **Recommended Text**

- Alexander, K., & Alexander, M.D. (2012). *American Public School Law* (9th ed.). Wadsworth Cengage Learning

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:*

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 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.
- Proofread documents and multimedia.
- Use clear transitions.
- Manage time.
- Conduct a practice run.

### *Participation and Attendance (15 points)*

Work in this class is completed both individually and in small groups. Each student is expected to be an active, contributing member of her/his small group in every class session. Every student is also expected to contribute to Blackboard discussions as necessary. If you are absent or miss part of a class session, you may lose participation points. If you must be absent, please notify me by e-mail or phone. If you are unprepared or absent for an oral activity, there will be no alternative way to engage in the activity, resulting in a loss of participation points regardless of your overall attendance record. Participation through online activities have expiration dates and should be completed within the week assigned to avoid the loss of participation points. Candidates are expected to attend every class for its entirety. 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 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			

### **Course Policies**

Assignments are due by 11:59 p.m. on the dates listed on the syllabus. Late assignments will not be accepted except in emergencies that have been discussed and approved by the instructor in advance of the due date. Papers are due as indicated on the reading schedule that follows. ALL ASSIGNMENTS must be submitted **electronically, either through Blackboard or TK20**. If you happen to be absent on the day an assignment is due, the due date remains unchanged.

**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 and Case Study Analysis* 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.

**Professional Dispositions**

See <https://cehd.gmu.edu/students/polices-procedures/>

Students are expected to exhibit professional behaviors and dispositions at all times.

**Class schedule pgs. 6-8**

*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 Due
1	1/9 <b>Face to Face</b>	Review Syllabus & Course Expectations Law, Ethics, and Educational Leadership	Video: <i>Intelligent Design on Trial</i> <i>American Public School Law</i> : Chapter 1 (ENRICHMENT) <i>Ethical Leadership &amp; Decision Making</i> : Chapter 1	
2	1/16 <b>Online</b>	Developing an Ethical Code ✓ Examine ethical dilemmas ✓ Deconstruct bias ✓ Reflect on values	Ethical Leadership: A Case Study Framework (Blackboard) "Are You Prepared to Defend the Decisions You've Made?" (Blackboard) <i>Ethical Leadership &amp; Decision Making</i> : Chapters 3 and Chapter 5: Case Studies (3.1 to 3.5, 5.1 & 5.5)	1. Post links to the three organizational codes 2. Explain why each resonates with you 3. Review classmates' posts and comment on two discussing themes and ideas
3	1/23 <b>Face to Face</b>	First Amendment ✓ Religious Liberty ✓ Case Analyses Pair-Share: Review of Assignment One	<i>The Law of Schools, Students, and Teachers</i> : Chapter 5 <i>Ethical Leadership &amp; Decision Making</i> : Chapter 7 Case Studies (7.1 – 7.3)	Draft: Ethics Assignment
1/27		<b>Submit Assignment One: Ethics Code &amp; Case Study</b> (posted by 11:59)		

## Class schedule – continued

Class		Topic	Readings	Assignments Due
4	1/30 <b>Face to Face</b>	<ul style="list-style-type: none"> <li>❶ First Amendment</li> <li>✓ Freedom of Expression</li> <li>✓ Cyberbullying</li> <li>✓ Sexting</li> <li>❷ Briefing a Case</li> <li>❸ Civil Liberties in Cyberspace</li> </ul>	<p><i>The Law of Schools, Students, and Teachers:</i> Chapters 4</p> <p>Hardwick Hardwick v. Heyward (2013)</p> <p><i>Ethical Leadership &amp; Decision Making:</i> Chapter 11</p> <p>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</p> <p>Ways to Keep Social Media From Being a Legal Headache</p>	Constitutional Cases Assigned
5	2/6 <b>Online</b>	<ul style="list-style-type: none"> <li>❶ The Instructional Program</li> <li>❷ Student Records</li> </ul>	<p><i>The Law of Schools, Students, and Teachers:</i> Chapter 2 &amp; Chapter 13</p> <p><i>Ethical Leadership &amp; Decision Making:</i> Chapter 4 pgs. 49-54</p> <ul style="list-style-type: none"> <li>✓ Case 4.1: Aids and Age Appropriate Education</li> <li>✓ Case 9.1 The Secret Society of Test Givers</li> <li>✓ Case 9.2: Whose Best Interests? A Testing Dilemma</li> <li>✓ Case 6.1: A Home for Marlon</li> </ul>	<p>Discussion Board Posts</p> <p>Federal and State Law Cases Assigned</p>
6	2/13 <b>Face to Face</b>	<ul style="list-style-type: none"> <li>❶ Fourth Amendment</li> <li>❷ Fifth Amendment</li> <li>❸ Fourteenth Amendment</li> <li>✓ Due Process</li> <li>✓ Search &amp; Seizure</li> </ul>	<p><i>The Law of Schools, Students, and Teachers:</i> Chapters 3 &amp; 7</p> <p>Gallimore v. Henrico SD (2014)</p> <p><i>Ethical Leadership and Decision Making in Education:</i> Case 10.1: Keeping Children Safe: When is Enough Enough?</p>	
<b>2/17</b>		<b>Post Constitutional Presentations on Discussion Board (posted by 11:59)</b>		
7	2/20 <b>Face to Face</b>	<ul style="list-style-type: none"> <li>❶ Title VI</li> <li>✓ Student Discipline</li> <li>❷ Class Presentations</li> </ul>	<p><i>The Law of Schools, Students, and Teachers:</i> Chapter 8 Sections 8.1 -8.34 &amp; 8.5- 8.6</p> <p>Derailing the Schoolhouse-to-Jailhouse Track (Blackboard) pgs. 1692-1700</p> <p><i>Ethical Leadership and Decision Making in Education:</i> pgs. 155-159</p> <p>Case 7.4: Moral Empathy, Vulnerability, and Discipline in the Digital Age</p>	Presentations of Analyses Constitutional Cases
8	2/27 <b>Online</b>	<p>Tort Law</p> <ul style="list-style-type: none"> <li>✓ Liability &amp; Negligence</li> <li>✓ Student Injury</li> </ul>	<p>Cases for Analysis (Blackboard)</p> <p><i>The Law of Schools, Students, and Teachers:</i> Chapter 12</p> <p>Case Study from Library, <i>Push Comes to Shove: When a Teacher Gets Sued</i> (Blackboard)</p>	Discussion Board Posts

## Class schedule – continued

Class	Topic		Readings	Assignments Due
	Topic			
<b>3/3 Post Statutory Presentations on Discussion Board (posted by 11:59)</b>				
9	3/6 <b>Face to Face</b>	<ul style="list-style-type: none"> <li>❶ Child Abuse</li> <li>❷ Sexual Harassment</li> <li>❸ Class Presentations</li> </ul>	<p><i>The Law of Schools, Students, and Teachers:</i> Chapter 11 and 8.42 -845</p> <p><i>Ethical Leadership and Decision Making in Education:</i></p> <ul style="list-style-type: none"> <li>✓ Case Study 6.3</li> <li>✓ Case Study from Library: <i>A Student's Right to a Harassment-Free Education</i></li> </ul> <p>Case Study from Library: <i>A Football Coach for Bayou Sara</i></p>	<p>Presentations of Analyses Statutory Law Cases</p> <p>Special Populations Topics and Groups</p>
10	3/13 <b>Online</b>	<ul style="list-style-type: none"> <li>❶ Teacher Employment</li> <li>✓ Evaluation</li> <li>✓ Expression</li> <li>✓ Accommodations</li> <li>❷ Intellectual Property</li> </ul>	<p><i>American Public School Law:</i> Chapters 15 - 18</p> <p>Case Study from Library: When a Teacher Has a Learning Disability (Blackboard)</p> <p><i>Ethical Leadership and Decision Making in Education:</i> Case Studies 4.4 and 8.2</p>	Discussion Board Posts
11	3/20 <b>Online</b>	<p>Equity, Equality, and Equal Protection</p> <ul style="list-style-type: none"> <li>✓ Economic Disadvantage</li> <li>✓ English Language Learners</li> <li>✓ Racial Segregation</li> <li>✓ Homeless</li> </ul>	<p><i>The Law of Schools, Students, and Teachers:</i> Chapter 1. Section 1.1 -1.35</p> <p><i>The Law of Schools, Students, and Teachers:</i> pgs. 64-69</p> <p><i>The Law of Schools, Students, and Teachers:</i> Chapter 9</p>	Discussion Board Posts
12	3/27 <b>Face to Face</b>	<p>Students with DisAbilities</p> <ul style="list-style-type: none"> <li>✓ IDEA</li> <li>✓ Section 504</li> <li>✓ Discipline</li> <li>✓ Parental Rights</li> </ul>	<p>Case Studies: SPED &amp; 504</p> <p><i>The Law of Schools, Students, and Teachers:</i> Chapter 10</p> <p>Disciplining Students with DisAbilities</p>	
13	4/3 <b>Online</b>	<p>Workshop Class</p> <ul style="list-style-type: none"> <li>✓ Collaborative Planning</li> </ul>		
14	4/10 <b>Face to Face</b>	Class Presentations	<b>Case briefs must be posted no later than 11:59 on 4/10/19</b>	Special Populations Presentations of Analyses



## **Core Values Commitment**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

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

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing [see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS). Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ds.gmu.edu> ).
- Students must silence all sound emitting devices 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/aero/tk20>. Questions or concerns regarding the use of Blackboard should be directed to <http://course support.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

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

### *Other reminders:*

**GMU Add/Drop Policy:** The last day to drop this class without any penalty is provided on the GMU academic calendar page <http://registrar.gmu.edu/calendar/>. It is the student's responsibility to check to verify that they are properly enrolled, as no credit will be awarded to students who are not.

**Plagiarism:** Students must avoid plagiarizing the work of others. Specifically, when referencing a source or author, students must give appropriate source documentation; and when using direct quotes, students must use quotations, provide page numbers, and ensure that credit is given to the author of quoted material. If a candidate's work contains plagiarism, the candidate will receive no credit for the assignment.

**Copyright:** Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page, unless the materials are made available through a fair use claim or consistent with the TEACH Act.

**Academic Integrity & Inclusivity:** This course embodies the perspective that we all have differing perspectives and ideas, and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences, meaning we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable. <http://integrity.gmu.edu/>

**Diversity, Religious Holiday:** Please refer to George Mason University's calendar of religious holidays and observations (<http://ulife.gmu.edu/calendar/religious-holiday-calendar/>). It is the student's responsibility to speak to the instructor in advance should their religious observances impact their participation in class activities and assignments.

**Student Privacy Policy:** George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records. Please see George Mason University's student privacy policy <https://registrar.gmu.edu/students/privacy/>

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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: January 27, 2019**

**ASSIGNMENT VALUE: 25 Points**

I. Develop a Code of Ethics.

- A. Describe your process of reflective morality to identify key ethical and legal principles, personal values, and expound on the sources 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 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. Demonstrate your capacity to use theoretical and decision making models to analyze and present your case study.
- B. Explain how you applied your code of ethics to address the ethical dilemma in your case study.
- C. Your discussion should explicitly 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 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 an understanding of the need for integrity and fairness through the development of an ethical code based on ethical and legal principles. (15%)</p>	<p>The candidate explains clearly the experiences that initiated the process of reflective equilibrium; develops a code of ethics that includes clearly identified ethical and legal principles from at least 3 different professional codes of ethics, and clearly demonstrates a thorough knowledge of how the code may be used to promote fairness, integrity, and equitable practices.</p>	<p>The candidate provides a general explanation of the experiences that initiated the process of reflective equilibrium; develops a code of ethics that includes ethical and legal principles from 3 different professional codes of ethics, and demonstrates adequate knowledge of how the code may be used to promote fairness, integrity, and equitable practices.</p>	<p>The candidate provides a limited reference to the experiences that initiated the process of reflective equilibrium; develops a code of ethics that includes ethical and legal principles from 3 different professional codes of ethics, but demonstrates inadequate knowledge of how the code may be used to promote fairness, integrity, and equitable practices.</p>	<p>The candidate fails to explain the experiences that initiated the process of reflective equilibrium; develops a code of ethics but fails to identify ethical and legal principles from 3 different professional codes of ethics, and demonstrates wholly inadequate knowledge of how the code may be used to promote fairness, integrity, and equitable practices.</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, evaluates several school policies and procedures that would support resolution of the dilemma, and provides evidence of comprehensive knowledge of the need to promote democratic values, equity, and respect for diversity.</p>	<p>The candidate sufficiently describes an ethical dilemma, evaluates several school policies and procedures that would support resolution of the dilemma, and provides evidence of adequate knowledge of the need to promote democratic values, equity, and respect for diversity.</p>	<p>The candidate poorly describes an ethical dilemma, evaluates school policy and procedures that would support resolution of the dilemma, and provides evidence of inadequate knowledge of the need to promote democratic values, equity, and respect for diversity.</p>	<p>The candidate fails to describe an ethical dilemma, fails to evaluate school policies and procedures that would support resolution of the dilemma, and provides evidence of wholly inadequate knowledge 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 a 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 a 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 a 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 a 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 uses ethical principles to resolve a dilemma through decision making that presents evidence of thorough knowledge of the relationship between social justice, school culture, student achievement, and theories of efficacy.	The candidate uses ethical principles to resolve a dilemma through decision making that presents evidence of adequate knowledge of the relationship between social justice, school culture, student achievement, and theories of efficacy.	The candidate uses ethical principles to resolve a dilemma through decision making that presents evidence of inadequate knowledge of the relationship between social justice, school culture student achievement, and theories of efficacy.	The candidate uses ethical principles to resolve a dilemma through decision making that presents evidence of wholly inadequate knowledge of the relationship between social justice, school culture, student achievement, and theories of efficacy.

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	<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 students and are both legally and ethically sound. Expertise will be demonstrated through the interpretation, analysis and the application of constitutional, statutory and case laws, policies, regulations, and ethical models to resolve the issues presented in each assigned case. Students will be expected to work in small collaborative groups to analyze legal cases, 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 presentations. The presentations are to be posted by one group member on the discussion board for review by the other groups in the class. Groups will have 20 minutes to make their presentations. The presentation should include time for questions, discussion, and facilitate audience engagement. Cases and group configurations will be randomly assigned.

**ASSIGNMENT VALUE: 30 Points**

**DUE DATE: February 17, 2019 (Constitutional Case Law)**

**March 3, 2019 (Statutory Law)**

#### 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 apply 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 apply 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 applies 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 applies 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>
<p><b>ELCC 6.1</b> Candidates understand and can advocate for school candidates, families, and caregivers. (15%)</p>	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.
<p><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%)</p>	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.
<p><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%)</p>	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 does not refer 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.</p> <p>(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.</p> <p>(10%)</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.</p> <p>(10%)</p>	<p>The presentation sources numerous (8-10) high-quality references; provides a 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.</p> <p>(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. 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</p> <p>(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 research an issue related to the larger political, social, economic, legal, and cultural context of schools that impacts educational opportunities for students with disAbilities as well as the rights of their 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 students with disAbilities. Each case brief will identify and analyze recent case law; although, one or two historic or landmark cases may be included as appropriate. The issue must impact the provision and protection of students' educational opportunities. 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 members of their group to develop a presentation that summarizes an assigned case. The presentation will focus on key ideas, and strategies to inform education leadership practice. This presentation will be posted on the discussion board to enhance your classmates' understanding about the topic for which your group has developed expertise. Groups will have 20 minutes to make their presentations. The presentation should include time for questions, discussion, and facilitate audience engagement.

**DUE DATE: April 10, 2019**

**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%  <b>FACTS &amp; ISSUE</b>	The candidate's written assessment of the fact pattern is comprehensive, and the legal issue is clearly defined to provide evidence of comprehensive knowledge of the relationship between social justice, school culture, and student achievement.	The candidate's written assessment of the fact pattern is adequate, and the legal issue is generally defined to provide evidence of adequate knowledge of the relationship between social justice, school culture, and student achievement.	The candidate's written assessment of the fact pattern is inadequate, and the legal issue is poorly defined to provide evidence of inadequate knowledge of the relationship between social justice, school culture, and student achievement.	The candidate's written assessment of the fact pattern is inadequate, and the legal issue is poorly defined to provide evidence of wholly inadequate knowledge of the relationship between social justice, school culture, and student achievement.

**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%</p> <p>HOLDING</p>	<p>The candidate provides a thorough knowledge of judicial holdings and how they impact the larger political, social, economic, legal, and cultural context.</p>	<p>The candidate provides adequate knowledge of judicial holdings and how they impact the larger political, social, economic, legal, and cultural context.</p>	<p>The candidate provides inadequate knowledge of judicial holdings and how they impact the larger political, social, economic, legal, and cultural context.</p>	<p>The candidate provides wholly inadequate knowledge of judicial holdings and how they impact the larger political, social, economic, legal, and cultural context.</p>
<p><b>ELCC 5.4</b> Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. 20%</p> <p>REASONING</p>	<p>The candidate thoroughly describes the court's reasoning and identifies four moral and legal principles that provide evidence of comprehensive knowledge of moral and legal consequences of decision making in schools.</p>	<p>The candidate thoroughly describes the court's reasoning and identifies four moral and legal principles that provide evidence of adequate knowledge of moral and legal consequences of decision making in schools.</p>	<p>The candidate thoroughly describes the court's reasoning and identifies four moral and legal principles that provide evidence of inadequate knowledge of moral and legal consequences of decision making in schools.</p>	<p>The candidate thoroughly describes the court's reasoning and identifies four moral and legal principles that provide evidence of wholly inadequate knowledge of moral and legal consequences of decision making in schools.</p>
<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%</p> <p>IMPLICATIONS</p>	<p>The candidate specifies leadership implications that provide evidence of comprehensive knowledge of how policies, laws, and regulations enacted by state, local, and federal authorities affect schools</p>	<p>The candidate specifies leadership implications that provide evidence of general knowledge of how policies, laws, and regulations enacted by state, local, and federal authorities affect schools</p>	<p>The candidate specifies leadership implications that provide evidence of inadequate knowledge of how policies, laws, and regulations enacted by state, local, and federal authorities affect schools</p>	<p>The candidate specifies leadership implications that provide evidence of wholly inadequate knowledge of how policies, laws, and regulations enacted by state, local, and federal authorities affect schools</p>

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	<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 prescribed format informs the briefs. 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. 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: