

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

EDLE 612.DL1 Education Law – Summer 2020 -- 3 credit hours
Course Term – June 1, 2020 through August 8, 2020

Instructor: Regina D Biggs Ph.D.

Office Hours: Tuesdays between 4-5
I am also available by appointment via ZOOM

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

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

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

Course Delivery Method

This is a 100% online course using 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") and email password. The course site will be available on June 1, 2020.

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

Program vision: The Education Leadership Program is dedicated to improving the quality of pre-K - 12 education through teaching, research, and service. Students and practicing administrators engage in course work devoted to experiential learning, professional growth opportunities, and doctoral research that informs practice. We educate exceptional leaders who act with integrity as they work to improve schools.

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

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

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

Online Expectations

- **Course Week:** Because asynchronous courses do not have a "fixed" meeting day, our week will **start** on Tuesday and **finish** on Monday.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least three times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance from the instructor and/or College or University technical services if they are struggling with technical components of the course.
- **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** presented on the Blackboard course site. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due.
- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Meeting can be scheduled with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including a preferred meeting method and suggested dates/times.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not

consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- **Accommodations:** Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Course Learning Objectives

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

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

Candidate Learning Outcomes

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

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

Relationship of Course Goals to Program Goals

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

Relationship of Course to Internship

Although the internship is a separate course, the Education Leadership program has integrated "embedded experiences" into course work. This means that some of the work for this class is related to your internship. You may write about embedded experiences in your internship journal and Collective Record, but they can only count over and above the minimum 320 hours required for the internship.

National Standards and Virginia Competencies

The course addresses VADOE Competencies, 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 an understanding will include:

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

Required Texts

- Alexander, K., & Alexander, M.D. (2018). *The Law of Schools, Students, and Teachers* (6th ed.). West Academic Publishing
- Shapiro, Joan P. & Stefkovich, Jacqueline A. (2016). *Ethical Leadership and Decision Making in Education* (4th ed.). Routledge
- Additional readings and research will be required. Instructions will be posted on Blackboard.

Suggested Web Resources:

- Virginia Code: <http://legis.state.va.us/Laws/CodeofVa.htm>
- United States Code: <http://uscode.house.gov/search/criteria.shtml>
- U.S. Dept. of Education: <http://www.ed.gov/index.jhtml>

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Graded assignments account for 75% of the overall grade, and online course participation accounts for 25%. Each assignment relates to the application of ethics and law in the school context. Rubrics for the Performance-Based Assessments are included at the end of this syllabus. Students are expected to submit all assignments, on time, in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments: (75%)

The three graded assignments required for this course are as follows:

- | | |
|---|-----|
| 1. Ethics Code and Case Analysis* | 25% |
| 2. Legal Issue Analysis – Case Law | 20% |
| 3. Special Populations Analysis of Special Education Law* | 30% |

* This is a Performance-Based Assessment Required by the Program.

Participation and Reflection Requirements (25%)

To maximize learning and engagement in the online environment, students are expected to participate actively in asynchronous class discussions, asynchronous and synchronous group activities, and serve as critical friends to other students. Each week there will be assignments, prompts, and activities students must participate in. In this course, participation points are accrued by unit, rather than per learning activity. The assessment rubric for class participation can be found at the end of the syllabus.

Expectations for Written Work

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

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

Expectations for Group Presentations

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

Grading Scale:

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.

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Class schedule (pgs. 6-8)

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students. Please refer to the Weekly Schedule and Announcements on Blackboard for the Weekly Reading List and the most up-to-date version of the Course Schedule. June 1 – Aug 8

Session/Date	Lessons	Reading	Activities/ Assignments
Session 1 June 2 – June 15	Course Orientation Overview Legal and Ethical Principles	Video: (Blackboard) <i>Ethical Leadership & Decision Making: Chapter 1</i>	<ul style="list-style-type: none"> Syllabus Quiz Discussion Board Post
	Unit 1 Lesson 1 Moral Autonomy	Library Readings (Blackboard) <i>Ethical Leadership & Decision Making: Chapter 2</i>	<ul style="list-style-type: none"> Synthesis of Knowledge: Discussion Board Post
	Unit 1 Lesson 2 • Philosophical Sources of Authority	Library Reading (Blackboard) Video (Blackboard)	<ul style="list-style-type: none"> Discussion Board Post Reflective Equilibrium: Values Assessment
	Unit 1 Lesson 3 • Demonstrating Moral Competence	<i>Ethical Leadership & Decision Making: Chapters 3 and 5:</i> Case Studies from the Textbook	<ul style="list-style-type: none"> Discussion Board Post responding to assigned case questions
June 15	Submit Assignment One: Ethics Code & Case Study (posted by 11:59)		
Session 2 June 16 - 29	Unit 2 Lesson 1 Religious Liberty	<i>The Law of Schools, Students, and Teachers: Chapter 5</i> <i>Ethical Leadership & Decision Making: Chapter 7</i> Case Studies from the Textbook	<ul style="list-style-type: none"> Discussion Board Posts Show What You Know: Equal Access Act
	Unit 2 Lesson 2 Freedom of Expression Briefing a Case	<i>The Law of Schools, Students, and Teachers: Chapters 4 & 6</i> Court Case Opinion (Blackboard) Case Study from Library (Blackboard)	<ul style="list-style-type: none"> Group Discussion Board: Case Brief Discussion Board Post Case: Study Analysis Short Answer Response: Show What You Know
	Unit 2 Lesson 3 • Cyberspace	Professional Journal Article (Blackboard) <i>Ethical Leadership & Decision Making: Chapter 11</i> Case Studies from the Textbook	<ul style="list-style-type: none"> Discussion Board Posts

Session/Date	Lessons	Reading	Activities/ Assignments
Session 3 June 30 – July 13	Unit 2 Lesson 4 • Fourth Amendment • Fifth Amendment	<i>The Law of Schools, Students, and Teachers: Chapter 3 &7</i> Library Reading (Blackboard) <i>Ethical Leadership and Decision Making in Education: pgs. 155-159</i> Case Study from Textbook	<ul style="list-style-type: none"> Assigned case analysis (Group Activity) Discussion Board Post <i>Case Study Analysis</i> Show What You Know: Procedural Due Process
	Unit 2 Lesson 5 FERPA	<i>The Law of Schools, Students, and Teachers: Chapter 13, pgs. 504-513</i> <i>Ethical Leadership and Decision Making in Education: pgs. 86-89</i> Case Study from Textbook	<ul style="list-style-type: none"> Discussion Board <i>Post Case Study Analysis</i>,
July 12	Submit Assignment Two: Case Law Analysis (posted by 11:59)		
July 13	Case Law Reviews/Commentary/Facilitated Discussion		
Session 4 July 14 -20	Unit 3 Lesson 1 Sexual Harassment	<i>The Law of Schools, Students, and Teachers: Chapter 11 & pgs. 645-649</i> Ethical Leadership & Decision Making: Chapter 10 (pgs. 169 – 184)	<ul style="list-style-type: none"> Show What You Know: Sexual Discrimination (2) Discussion Board Post
	Unit 3 Lesson 2 Child Abuse	<i>The Law of Schools, Students, and Teachers: pgs. 314-321</i>	<ul style="list-style-type: none"> Discussion Board Post Case Study Analysis
	Unit 3 Lesson 3 Torts	<i>The Law of Schools, Students, and Teachers: Chapter 12</i>	<ul style="list-style-type: none"> Short Answer Response: Risk Management
Session 5 July 21 -27	Unit 4 Lesson 1 • School Leader as Advocate	<i>The Law of Schools, Students, and Teachers: pgs. 12-18</i> <i>The Law of Schools, Students, and Teachers: pgs. 64-69</i> <i>The Law of Schools, Students, and Teachers: Chapter 9</i> <i>The Law of Schools, Students, and Teachers: Chapter 10</i> <i>Ethical Leadership and Decision Making in Education:</i>	<ul style="list-style-type: none"> Discussion Board Posts <i>Case Study Analysis</i> Homeless Students Case Law Review

Session/Date	Lessons	Reading	Activities/ Assignments
Session 5 July 21 -27	Unit 4 Lesson 2 School Leader as State Actor	Teacher Expression Case (Blackboard) <i>The Law of Schools, Students, and Teachers: Chapter 16</i>	<ul style="list-style-type: none"> Short answer response:
	Unit 4 Lesson 3 School Leader as Supervisor	<i>The Law of Schools, Students, and Teachers:: Chapters 15, 17, and 18</i> <i>Ethical Leadership and Decision Making in Education: Case 8.2</i> Case Study from Library (Blackboard)	<ul style="list-style-type: none"> Discussion Board Post (2)
Session 6 July 28 – August 3	Special Education Research	<i>Independent Research</i>	<ul style="list-style-type: none"> Decision Paper
August 4	Submit Assignment Three: Special Populations (posted by 11:59)		

Professional Dispositions

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

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

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing [see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS). Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ds.gmu.edu>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding the use of Blackboard should be directed to <http://courseessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.
- **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703- 993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703- 993-8730, or emailing titleix@gmu.edu.

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

Other reminders:

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

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

Copyright: Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to email (don't cite or forward someone else's email 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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Ethical Case Study Assessment Rubric

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
<p>ELCC 5.1 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>ELCC 5.3 Candidates understand and safeguard the values of democracy, equity, and diversity within the school. (20%)</p>	<p>The candidate thoroughly describes an ethical dilemma, 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>
<p>ELCC 5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. (20%)</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

----- Ethical Case Study Assessment Rubric - Continued -----

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
ELCC 5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. (20%)	The candidate uses the code of ethics and four ethical lenses to analyze the case, and clearly demonstrates a commitment to confidentiality, sensitivity to diverse interests, and respect for rights, dignity, and integrity of others.	The candidate applies the code of ethics and three ethical lenses to analyze the case and demonstrates a commitment to confidentiality, sensitivity to diverse interests, and respect for rights, dignity, and integrity of others.	The candidate makes limited application of the code of ethics and the ethical lenses to analyze the case and fails to clearly demonstrate a commitment to confidentiality, sensitivity to diverse interests, and respect for rights, dignity, and integrity of others.	The candidate fails to apply either the code of ethics or the ethical lenses to analyze the case and fails to demonstrate a commitment to confidentiality, sensitivity to diverse interests, and respect for rights, dignity, and integrity of others.
ELCC 5.5 Candidates understand and can promote social justice within a school to ensure that individual 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.
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.

Special Populations Case Study Assessment Rubric

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
<p>ELCC 5.5 Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling. 20%</p>	<p>The candidate presents a comprehensive assessment of the facts to include the perspectives and relationships of all stakeholders who have an important stake in students' individual learning needs.</p>	<p>The candidate presents a general assessment of the facts to include the perspectives and relationships of stakeholders who have an important stake in students' individual learning needs.</p>	<p>The candidate presents a limited assessment of the facts to include the perspectives and relationships of stakeholders who have an important stake in students' individual learning needs.</p>	<p>The candidate presents an incomplete assessment of the facts that does not include the perspectives and relationships of stakeholders who have an important stake in students' individual learning needs.</p>
<p>ELCC 6.2 Candidate understands local, district, state, and national decisions affecting student learning. 25%</p>	<p>The candidate accurately identifies and makes a comprehensive application of federal and case law to analyze and develop decision options that affect student learning.</p>	<p>The candidate generally identifies and applies federal and case law to analyze and develop decision options that affect student learning.</p>	<p>The candidate's identification and application of federal and case law to analyze and develop decision options that affect student learning is limited.</p>	<p>The candidate's identification and application of federal and case law to analyze and develop decision options that affect student learning are insufficient.</p>

**Special Populations Case Study Assessment Rubric
- Continued -**

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
<p>ELCC 5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. 25%</p>	<p>The candidate Identifies and applies the four ethical paradigms to reveal an in-depth understanding of the assumptions and moral implications of the legal options.</p>	<p>The candidate Identifies and applies the four ethical paradigms to reveal a general understanding of the assumptions and moral implications of the legal options.</p>	<p>The candidate Identifies and applies the four ethical paradigms to reveal a limited understanding of the assumptions and moral implications of the legal options.</p>	<p>The candidate fails to identify and apply the four ethical paradigms to reveal an in-depth understanding of the assumptions and moral implications of the legal options.</p>
<p>ELCC 6.1 Candidates demonstrate the ability to advocate for school students, families and caregivers through analysis of how law and policy is applied fairly and consistently. 25%</p>	<p>The candidate presents a multi- step communication plan to inspire and influence your stakeholders to adopt altruistic perspectives and coalesce around the best interests of the students</p>	<p>The candidate presents a general communication plan to inspire and influence your stakeholders to adopt altruistic perspectives and coalesce around the best interests of the students</p>	<p>The candidate presents a limited communication plan to inspire and influence your stakeholders to adopt altruistic perspectives and coalesce around the best interests of the students</p>	<p>The candidate presents an inadequate communication plan to inspire and influence your stakeholders to adopt altruistic perspectives and coalesce around the best interests of the students</p>
<p>Organization, mechanics, and proofing 5%</p>	<p>The decision paper features concise statements to synthesize the decision-making process. It reflects extensive editing and is consistent with the prescribed format and page length</p>	<p>The decision paper features broad statements that synthesize the decision-making process. It reflects extensive editing but is inconsistent with the prescribed format and page length.</p>	<p>The decision paper features broad statements that obfuscate the decision-making process. It reflects limited editing and is inconsistent with the prescribed format and page length.</p>	<p>The decision paper features broad statements that obfuscate the decision-making process. It reflects no editing and is inconsistent with the prescribed format and page length.</p>

Course Participation Rubric

	Excellent	Satisfactory	Needs improvement	Not acceptable
Relevance	The candidate always or almost always submits material aligned with topics/guiding questions and provides appropriate references to support ideas.	The candidate often submits material aligned with topics/guiding questions and provides appropriate references to support ideas.	The candidate occasionally submits material aligned with topics/guiding questions and provides appropriate references to support ideas.	The candidate seldom or never submits material aligned with topics/guiding questions and provides appropriate references to support ideas.
Leadership	The candidate always or almost always leads by initiating discussion, bringing in new ideas, and facilitating group progress.	The candidate often leads by initiating discussion, bringing in new ideas, and facilitating group progress.	The candidate occasionally leads by initiating discussion, bringing in new ideas, and facilitating group progress.	The candidate seldom or never leads by initiating discussion, bringing in new ideas, and facilitating group progress.
Engagement	The candidate always or almost always contributes to discussions, justifies assertions, and acts respectfully to others.	The candidate often contributes to discussions, justifies assertions, and acts respectfully to others	The candidate occasionally contributes to discussions, justifies assertions, and acts respectfully to others.	The candidate seldom or never contributes to discussions, justifies assertions, and acts respectfully to others.
Quantity	The candidate always or almost always contributes appropriate discussion or work product in a timely fashion.	The candidate often contributes appropriate discussion or work product in a timely fashion.	The candidate occasionally contributes appropriate discussion or work product in a timely fashion.	The candidate seldom or never contributes appropriate discussion or work product in a timely fashion.