

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

EDLE 612.602 Education Law – Summer 2020, 3 credit hours
Course Term – September 9, 2020 through December 9, 2020

Instructor: Eileen Gallagher, JD

Office Hours: By appointment via WebEx.
I am also available by email or phone.

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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 a combination of synchronous and **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 by May 18, 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 Monday and **finish** on Sunday.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, 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** section of this syllabus. 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. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their 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 National Education Leadership Preparation (NELP) Program Recognition Standards dealing with the legal, ethical,

and political context of education. Specific NELP Standards addressed include: 2.1, 2.2, 2.3, 5.3 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 required 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>
- US 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).

Participation and Reflection Requirements (20 Points)

Written Assignments: (80 percent)

The graded assignments required for this course are as follows:

- Legal Issue Analysis 25 points Appendix A
- Ethical Issue Analyses 25 points* Appendix B
- Special Population Analysis 30 points* Appendix C

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

Expectations for Written Work

Use appropriate grammar.	Spell correctly.
Writing should be the caliber of a graduate student.	Type all work.
Use Times Roman or Arial 12-point font.	Write clearly.
Include a cover page with name, date & assignment.	Find a good proofreader!
Follow APA guidelines (double space, references, etc.)	Avoid plagiarism

Expectations for Group Activities

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

Manage time.
 Grading Scale:

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

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.

Class Schedule and Discussion Topics

Week of:		Topic	Reading Assignments for the Week	Week's Activities and Assignments Due
1	September 9	Overview of Course and Syllabus Introduction to the Legal System Historical and Legal Perspective of Public Schools Role of the Federal Government Governance of Public Schools		WebEx Session 4:30 p.m.
2	September 16	School Attendance Instructional Programs Copyright	Nutshell Chapters 1,2 and 14 <i>Plyler v. Doe</i>	WebEx Session 4:30 <i>Plyler v. Doe</i> Discussion Board Submission— post by September 23
3	September 23	Church and State	Nutshell Chapter 5 Ethical Leadership Pages 81-85; 93-95	Webex Session 4:30 Ethical Case Study 6.3 on Blackboard— post by September 30
4	September 30	Student Rights: Common Law, Constitutional Due Process and Statutory Protections Every Student Succeeds Act	Nutshell Chapters 3, 8 and 11 Ethical Leadership Pages 185-187; 198-201	WebEx Session 4:40 Ethical Case Study 11.4 on Blackboard— post by October 7
5	October 7	Student Speech and Expression Search and Seizure Student Publications	Nutshell Chapters 4, 6, and 7 Ethical Leadership Pages 169-176	WebEx Session 4:30 Ethical Case Study 10.1 on Blackboard— post by October 14

				Legal Issue Analysis Due
6	October 14	Education Law and Ethics (Group Assignment)	Handouts to be distributed	No virtual class or Blackboard assignment Ethics Assignment Due—details to follow
7	October 21	Rights of Students with Disabilities	Nutshell Chapter 10 Ethical Leadership Pages 125-132	WebEx Session Ethical Case Study 8.1 on Blackboard— post by October 28
8	October 28	Tort Liability Defamation Student Records	Nutshell Chapters 12 and 13 Ethical Leadership Pages 148-151; 160-163	WebEx Session 4:30 Ethical Case Study 9.4 on Blackboard— post by November 4
9	November 4	Teacher Rights and Freedoms Due Process Rights of Teachers Evaluations	Nutshell Chapters 16 and 17 Ethical Leadership Pages 33-36; 45-48	WebEx Session 4:30 Ethical Case Study 3.5 on Blackboard— post by November 11
10	November 11	Certification, Contracts and Tenure	Nutshell Chapter 15 Ethical Leadership Pages 67-69; 78-79	WebEx Session 4:30 Ethical Case Study 5.4 on Blackboard— post by November 18 Special Populations Brief and Presentations Due—submit through Tk20 and post to Blackboard
11	November 18	Discrimination in Employment Desegregation of Public Schools English Language Learners	Nutshell Chapters 12 and 18	WebEx 4:30
12	November 25	No Class—Happy Thanksgiving	Ethical Leadership Pages 132-135	Ethical Case Study 8.2 on Blackboard— Post by December 2
13	December 2	Course Wrap Up		Complete Presentation Blackboard Posts

NOTE: The above represents an approximation of the items to be covered and the respective dates. True coverage will depend on the pace of the discussion, the collective needs of students and the professor and the demands of time. You are expected, however, to keep pace with the calendar of assigned readings.

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://coursessupport.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 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/>

COVID-19 Addendum provided in a separate attachment.

APPENDIX A

Legal Issue Analysis

Assignment Value: 25 points

Students 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.

Please respond in long essay form (approximately 4-5 double spaced pages) to the scenario below:

Scenario: Your faculty planning committee is coordinating the graduation ceremony agenda and wants to use the Battle Hymn of the Republic as a centerpiece of the ceremony. The high school band will play and the school chorus will sing the first few verses to provide a natural break between the academic awards and the awarding of diplomas. This piece is the only one in the ceremony and has been used every year at your school's graduation ceremony since 1978.

Discussion: Make a recommendation on the use of the Battle Hymn of the Republic for use during the graduation ceremony by examining its contents and the context of its use in the ceremony. Relate specific cases where applicable.

Lyrics:

Battle Hymn of the Republic

By Julia Ward Howe

Mine eyes have seen the glory of the coming of the Lord.
He has trampled out the vintage where the grapes of wrath are stored.
He hath loosed His fateful lightning with His terrible swift sword
His truth is marching on.

I have seen the burning watch fires of a hundred circling camps.
They have builded Him an altar in the evening dews and damps.
They have read His righteous sentence by the dim and flaring lamps.
His Word in marching on.

Chorus:

Glory, glory, halleluiah!
Glory, glory, halleluiah!
Glory, glory, halleluiah!
His truth is marching on.

Legal Issue Analysis - Assessment Rubric

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Introduction (5%)	The 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.	The 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.	The 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.	The analysis begins with a confusing and unclear description of the facts and legal issue in question. The crux of the dilemma is not presented and fails to provide an overview of the case scenario.
ELCC 3.3 Students understand and promote school-based policies and procedures that protect the welfare and safety of students and staff within the school. (10%)	At least two school policies or procedures are identified and a thorough explanation as to how these policies and procedures are applicable to promoting a safe school environment for staff and students is specified.	At least two school policies or procedures are identified and a general explanation as to how these policies and procedures are applicable to promoting a safe school environment for staff and students is specified.	A school policy or procedure is identified and a general explanation of how the policy or procedure is applicable to promoting a safe school environment for staff and students is specified.	A school policy or procedure is identified but no explanation as to how the policy or procedure is applicable to promoting a safe school environment for staff and students is specified.
ELCC 6.1 Students understand and can advocate for school students, families, and caregivers. (15%)	Multiple citations of relevant constitutional, statutory and case laws, policies, and regulations that inform decision making and advocacy for all members of the school community are applied in context.	Citations of relevant constitutional, statutory and case laws, policies, and regulations that inform decision making and advocacy for all members of the school community are applied in context.	Citations of relevant constitutional or statutory and case law, policies, and regulations that inform decision making and advocacy for all members of the school community are applied in context.	Citations of relevant constitutional or statutory and case law, policies, and regulations that inform decision making and advocacy for all members of the school community are omitted.
ELCC 6.2 Students understand and can act to influence local, district, state, and national decisions affecting student learning in a	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	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	An analysis of the relationship between the macro environment (political, social, economic, legal and cultural elements) and the school context is incomplete. The	An analysis of the relationship between the macro environment (political, social, economic, legal and cultural elements) and the school context is unacceptable. The

school environment. (15%)	& specific reference to the leader's communication practices to appropriate school stakeholders.	a general reference to the leader's communication practices to appropriate school stakeholders.	analysis includes a limited reference to the leader's communication practices to appropriate school stakeholders.	analysis neglects to reference the leader's communication practices to appropriate school stakeholders.
ELCC 5.1 Students understand and can act with integrity and fairness to ensure that schools are accountable for every student's academic and social success. (15%)	A comprehensive discussion is presented that analyzes leadership practices to the degree they are characterized by fairness and integrity to ensure that school policies support the academic and social success of all students.	A general discussion is presented that analyzes leadership practices to the degree they are characterized by fairness and integrity to ensure that school policies support the academic and social success of all students.	A limited discussion is presented that analyzes leadership practices to the degree they are characterized by fairness and integrity to ensure that school policies support the academic and social success of all students.	An inadequate discussion is presented that makes no reference to how leadership practices are characterized by fairness and integrity to ensure that school policies support the academic and social success of all students.
ELCC 5.2 Students understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. (10%)	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).	A general analysis of leadership decisions in terms of established ethical practices, self-awareness, reflective practice and transparency (philosophical, theoretical ethical paradigms).	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).	The candidate omits an analysis of leadership decisions in terms of established ethical practices, self-awareness, reflective practice and transparency (philosophical, theoretical ethical paradigms).
ELCC 5.4 Students understand and can evaluate the potential moral and legal consequences of decision making in the school. (10%)	The presentation recommends a leadership perspective that is clearly informed by an evaluation of moral, ethical, and legal consequences of decisions that impact the school environment.	The presentation recommends a leadership perspective that is generally informed by an evaluation of moral, ethical, and legal consequences of decisions that impact the school environment.	The presentation recommends a leadership perspective that is loosely informed by an evaluation of moral, ethical, and legal consequences of decisions that impact the school environment.	The presentation fails to recommend a leadership perspective that is loosely informed by an evaluation of moral, ethical, and legal consequences of decisions that impact the school environment.
Discussion of information and references is useful and instructive.	The presentation sources numerous (8-10) high-quality references, provides clear and thorough	The presentation sources several (6-7) high-quality references; provides solid discussion; and	The presentation sources several (6-7) but not high-quality references, provides solid discussion and	The presentation sources insufficient and poor quality references, provides insufficient

(10%)	discussion and conducts critical evaluations of each.	conducts evaluations of each.	conducts evaluations of each.	discussion, and conducts insufficient evaluations of each.
Organization, mechanics, and proofreading of the presentation. (5%)	The presentation is well-organized and error-free; non-discriminatory language is used, clear sentence structures are used. APA format is correct.	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.	The paper is somewhat organized. Several errors are present. Language is discriminatory in nature. Sentence structures are unclear and word choices are confusing. APA format is incorrect.	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.
Presentation and Engagement (5%)	Clearly and professionally designed and presented, inspiring wide participation from the audience.	Clearly and professionally designed and presented, inspiring some participation from the audience.	Clearly and professionally designed and presented, inspiring limited participation from the audience.	Clearly presented, however, it inspires no participation from the audience.

APPENDIX B

Ethics Code, Case Study & Analysis

This assignment has three parts as described below and in detail in the Ethical Case Study Rubric:

ASSIGNMENT VALUE: 25 Points

I. Develop a Code of Ethics.

- Examine several existing public school codes of ethics.
- Identify key moral, ethical and legal principles and personal values that relate, or should relate, to public school administrators.
- Develop your own personal code of ethics.

II. Identify and develop a case study of an ethical dilemma in your school system, and then use your Code of Ethics to analyze the case study. The ethical dilemma can be an actual or a hypothetical event.

- Identify the rights and interests of all individuals involved in the case study.
- Explain how you used your code of ethics to analyze the ethical dilemma in your case study and formulate a detailed leadership response to the ethical dilemma that includes an analysis of the moral and legal consequences of your decision.
- Your discussion should clearly demonstrate your commitment to confidentiality, sensitivity to diverse interests, and respect for rights, dignity, and integrity of others.

III. Seek feedback from a colleague in your school system about how you used your Code to analyze the identified ethical dilemma case study in your school system.

- Explain briefly why you chose this colleague and describe the general nature of the discussion.

Share how your colleague reacted and any advice or insights that your colleague shared with you regarding the application of your ethics code to the case study analysis.

Ethical Case Study Assessment Rubric

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Component 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model dispositions and professional norms (e.g., equity, fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning, digital citizenship) that support	The candidate provides a comprehensive explanation of the process of reflective practice that includes the assessment of experiential, philosophical, and organizational principles; develops and presents a code of ethics that incorporates dispositions and professional norms and clearly explains how	The candidate provides a general explanation of the process of reflective practice that includes the assessment of experiential, philosophical, and organizational principles; develops and presents a code of ethics that incorporates dispositions and professional norms and adequately explains how the developed code may	The candidate provides a limited explanation of the process of reflective practice that includes the assessment of experiential, philosophical, and organizational principles; develops and presents a code of ethics that incorporates dispositions and professional norms	The candidate provides an inadequate explanation of the process of reflective practice that does not include either the assessment of experiential, philosophical, or organizational principles; fails to develop and present a code of ethics that incorporates

<p>the educational success and well-being of each student and adult.</p> <p>(30%)</p>	<p>the developed code may be used to promote the success and well-being of each student and adult.</p>	<p>be used to promote the success and well-being of each student and adult.</p>	<p>and marginally explains how the developed code may be used to promote the success and well-being of each student and adult.</p>	<p>dispositions and professional norms and does not explain how the developed code may be used to promote the success and well-being of each student and adult.</p>
<p>Component 2.2</p> <p>Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.</p> <p>(30%)</p>	<p>The candidate authors a case study that features an ethical dilemma and uses policy, the code of ethics, four ethical lenses, and relevant policies to evaluate ethical and legal issues, make decisions and develop a communication plan to advocate for ethical and legal decisions.</p>	<p>The candidate authors a case study that features an ethical dilemma and uses policy, the code of ethics and three ethical lenses, and relevant policies to evaluate ethical and legal issues, make decisions, and develop a communication plan to advocate for ethical and legal decisions.</p>	<p>The candidate authors a case study that features a problem and uses policy, the code of ethics and three ethical lenses, and relevant policies to evaluate ethical and legal issues, make decisions and develops a communication plan to advocate for ethical and legal decisions.</p>	<p>The candidate authors a case study that features a problem and fails to apply either policy, the code of ethics, ethical lenses, or relevant policies to evaluate ethical and legal issues, make decisions or develop a communication plan to advocate for ethical and legal decisions.</p>
<p>Component 2.3</p> <p>Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.</p> <p>(30%)</p>	<p>The candidate formulates a school-level ethical leadership platform; presents a comprehensive description of how it was used as the basis for discussion with a critical colleague and specifies insights acquired to cultivate and reinforce ethical behavior and practice.</p>	<p>The candidate formulates a school-level ethical leadership platform; presents a general description of how it was used as the basis for discussion with a critical colleague and specifies insights acquired to cultivate and reinforce ethical behavior and practice.</p>	<p>The candidate formulates a school-level ethical leadership platform; presents a limited description of how it was used as the basis for discussion with a critical colleague and specifies insights acquired to cultivate and reinforce ethical behavior and practice.</p>	<p>The candidate formulates a school-level ethical leadership platform; presents an inadequate description of how it was used as the basis for discussion with a critical colleague and neglects to specify insights acquired to cultivate and reinforce ethical behavior and practice.</p>
<p>Writing and flow of thought are clear and thorough; content is scholarly and instructive. Paper is grammatically correct.</p> <p>(10%)</p>	<p>The paper is generally error-free, reflects extensive editing, proofreading, and graduate-level work. Sentence structures and word choices are excellent.</p>	<p>The paper is generally error-free, reflects sufficient editing, proofreading, and graduate-level work. Sentence structures and word choices are good.</p>	<p>The paper contains spelling and grammatical errors that reflect poor editing and proofreading and is approaching graduate-level work. Sentence structures and word choices are adequate.</p>	<p>The paper contains numerous spelling and grammatical errors, reflects poor editing and proofreading, and is approaching graduate-level work. Sentence structures and word choices are poor.</p>

APPENDIX C

Special Populations Briefs and Presentation

ASSIGNMENT VALUE: 30 Points

This assignment facilitates students' understanding of how issues related to the larger political, social, economic, legal, and cultural context of schools impact educational opportunities for students with disAbilities. Students will be assigned cases to brief, and each group will be assigned one case to analyze and present. 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. The presentation must explain the key ideas in the case recommended strategies to inform education leadership practice. This presentation is to be posted on the discussion board by one group member for review by the other groups in the class. Each member of the group is responsible for facilitating the online discussion by responding to questions from classmates and elaborating on legal, ethical, and/or leadership principles.

Special Populations Assessment Rubric

	Exceeds Expectation 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
<p>Component 2.1:</p> <p>Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model dispositions and professional norms (e.g., equity, fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning, digital citizenship) that support the educational success and well-being of each student and adult.</p> <p>20%</p>	<p>The candidate presents a comprehensive assessment of the context to include perspectives, relationships, dispositions, and norms that impact the educational success and well-being of each student and adult.</p>	<p>The candidate presents a general assessment of the context to include perspectives, relationships, dispositions, and norms that impact the educational success and well-being of each student and adult.</p>	<p>The candidate presents a limited assessment of the context to include perspectives, relationships, dispositions, and norms that impact the educational success and well-being of each student and adult.</p>	<p>The candidate presents an inadequate assessment of the context to include perspectives, relationships, dispositions, and norms that impact the educational success and well-being of each student and adult.</p>

<p>Component 6.3:</p> <p>Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.</p> <p>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 is insufficient.</p>
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<p>Component 2.2</p> <p>Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.</p> <p>25%</p>	<p>The candidate Identifies and applies four ethical paradigms to provide a comprehensive evaluation of and communicates, assumptions, and moral implications of applicable laws, rights, policies, and regulations to promote student and adult success and well-being.</p>	<p>The candidate Identifies and applies four ethical paradigms to provide a general evaluation of and communicates, assumptions, and moral implications of applicable laws, rights, policies, and regulations to promote student and adult success and well-being.</p>	<p>The candidate Identifies and applies four ethical paradigms to provide a limited evaluation of and communicates, assumptions, and moral implications of applicable laws, rights, policies, and regulations to promote student and adult success and well-being.</p>	<p>The candidate fails to identify and apply four ethical paradigms to evaluate and communicate, assumptions, and moral implications of applicable laws, rights, policies, and regulations to promote student and adult success and well-being.</p>
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<p>Component 5.3:</p> <p>Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means with the larger organizational, community and political contexts when advocating for the needs of their school and community.</p> <p>25%</p>	<p>The candidate presents a multi-step communication plan to inspire and influence individual 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 individual 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 individual 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 individual stakeholders to adopt altruistic perspectives and coalesce around the best interests of the students.</p>
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<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>
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