

**George Mason University
College of Education and Human Development
Education Leadership Program**

EDLE 812 001 84270 Education Law and Society
3 Credits, Fall 2021

Course Term – August 23, 2021, through December 15, 2021

Thursdays, 4:30 - 7:10 Fairfax Campus – Thompson Hall – Room L013

Faculty

Name: Regina D. Biggs
Office Hours: By Appointment
Office Location: Thompson Hall Suite 1300, Fairfax Campus
Office Phone: 703-993-4679
E-mail Address: rbiggs@gmu.edu

Prerequisites/Corequisites

None

University Catalog Course Description

Provides an understanding of the legal foundations of U.S. public schools and higher education through examination of general principles of statutory and case law and application of judicial decisions to educational environments. Focuses on legal responsibilities, constraints, and opportunities of public school officials and requires students to conduct research regarding legal issues and apply legal analysis and reasoning to a variety of situations.

Course Overview

This course will facilitate students' capacities to become better consumers of research on education law, learn how to apply that research to school operations, and how to conduct legal research. All of the EDLE program goals are active, to a greater or lesser extent, in this course.

Course Delivery Method

This course will be delivered face to face on the Fairfax campus. A variety of instructional methods are used in this course, including: lectures, discussions, case studies, presentations, cooperative learning activities, Internet assignments, guest practitioner presentations (if possible), role-play, and written and verbal assignments.

All students are required to review the *Safe Return to Campus and Remote Learning Guidance for Students Enrolled in CEHD Courses*. This document is posted on the Blackboard course site. It can be accessed via the Navigation Pane in the section titled, Course Orientation.

Teaching and Learning

Each class will include a variety of activities and exercises. Out-of-class work will rely in part on the use of Blackboard and web-based resources created to complement the primary text. Specific process goals for the class are as follows:

1. Classes will reflect a balance of activities that encourage the exploration of the use of research in education law. To promote an atmosphere that allows us to accomplish this end, we will:
 - a. start and end on time;
 - b. maintain (flexibly) a written agenda reflecting objectives for each class;
 - c. agree to disagree respectfully during class discussions;
 - d. strive to be open to new ideas and perspectives; and
 - e. listen actively to one another.

2. Student work will reflect what is expected from leaders. As such, students are expected to:
 - a. write papers that are well researched, proofread, submitted in a timely fashion, and conform to APA guidelines;
 - b. participate actively in class discussions in a manner that challenges the best thinking of the class; and
 - c. provide constructive feedback to others both on their ideas and on their written work, striving to learn from each other and to test each other's ideas.

3. We will work to maintain a classroom climate that approximates what we know about learning organizations. As such, it is important that we create conditions that allow participants to try out new ideas and voice opinions without fear of ridicule or embarrassment. The hallmark of a learning organization is a balance between openness and constructive feedback; hence, everyone is expected to:
 - a. come fully prepared for each class;
 - b. demonstrate appropriate respect for one another;
 - c. voice concerns and opinions about the class process openly;
 - d. engage in a genuine inquiry;
 - e. recognize and celebrate each other's ideas and accomplishments; and
 - f. show an awareness of each other's needs.

Learner Outcomes

The Education Leadership Program is devoted to improving the quality of P.K. - 12 education through teaching, research, and service. Students and practicing administrators engage in coursework 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. All of these program goals are active, to a greater or lesser degree, in this course. Successful students will emerge from the course able to:

1. Engage in reflective practice about education law
2. Strengthen and improve their communication skills through class discussion and paper writing
3. Understand the legal implications and responsibilities associated with cultural, economic, and learning diversity;
4. Reflect on the ethical implications of applying education law to everyday situations in schools and school divisions; and
5. Learn how to research education law.

Professional Standards

This course treats scholarship that addresses, in part, each of the following National Educational Leadership Preparation (NELP) Program Recognition Standards (NELP) components. Upon completion of this course, students will have met the following specific professional standards' components:

- 2.1: understand and demonstrate capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (e.g., fairness, integrity, transparency, trust, collaboration, perseverance, reflection, life-long learning, digital citizenship) that support the educational success and well-being of each student and adult.
- 2.2: understand and demonstrate capacity to evaluate, communicate about, and advocate for ethical and legal decisions.
- 2.3. understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.
- 5.1: understand and demonstrate the capacity to understand and collaboratively engage diverse families in strengthening student learning in and out of school
- 5.2: understand and demonstrate the capacity to understand, collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.
- 5.3: understand and demonstrate the capacity to collaboratively engage the larger organizational and policy context to advocate for the needs of their school and community.
- 6.3. 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.

Required Texts

There is no textbook required for this course. Assigned readings will consist of selected articles and judicial syllabi that will be posted on the Blackboard course site.

Recommended Text

The American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th edition). Washington, D.C.: American Psychological Association.

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>

U.S. Dept. of Education: <http://www.ed.gov/index.jhtml>

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

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
- 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 are required to use Blackboard as part of this course. Vital information for the course will be posted on the Blackboard site. Students are required to submit their course assignments electronically using the Blackboard website. Student work will be archived on this site for purposes of course, program, and college assessment. **All students are required to activate and monitor their GMU e-mail accounts. Correspondence by e-mail will only be acknowledged and transmitted through your Mason e-mail account.**

Cancellation Policy

If a cancellation is necessary, the class will be made up via an electronic activity. Specifically, students 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

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

Attendance

Students are expected to attend every class for its entirety. Maximum class participation points will be earned by students who attend all classes, are on time, and do not leave early.

General Expectations

Consistent with expectations of a doctoral-level course in the Education Leadership program, grading is based heavily on student performance and on written assignments. The assignments constructed for this course reflect a mix of skills associated with the application of research to education leadership contexts. Overall, written work will be assessed using the following broad criteria:

1. Application of concepts reflected in class discussion and readings
2. Creativity and imagination
3. The ability to write in a clear, concise, and organized fashion

Additionally, a portion of the class grade will be based on participation and the contribution you make to class discussions. The overall weights of the various performances are as follows:

Class participation 20 points

Students are expected to participate actively in class discussions, in group activities, and in serving as critical friends to other students. Attendance is expected for all classes. **If you must be absent, please notify me by e-mail or phone.** More than one absence may result in a reduction in participation points. Arriving at class more than 30 minutes late or leaving more than 30 minutes before the end of class may result in a loss of points.

Written assignments 80 points

Several different types of performance-based assignments will be completed during the semester. The directions for each assignment and a rubric for grading each assignment are described at the end of this syllabus. The assignments and the points assigned are:

- | | |
|---|--|
| 1. Three Abstracts of Studies of the Legal Treatment of One Education Issue (20 points) | Directions & Due Date: Blackboard course site |
| 2. A Description and Analysis of the Legal Issues Involved in a Current Education Issue (25 points) | Directions & Due Dates: Blackboard course site |
| 3. An Analysis and Evaluation of the Legal Treatment of an Education Issue (35 points) | Directions & Due Date: Blackboard course site |

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 class schedule that follows. ALL ASSIGNMENTS must be submitted **electronically, either through Blackboard or VIA**. If you happen to be absent on the day an assignment is due, the due date remains unchanged.

VIA 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 VIA through Blackboard**. In EDLE 812, the required performance is **An Analysis and Evaluation of the Legal Treatment of an Education Issue**. This performance **must** be submitted to VIA through Blackboard (regardless of whether a course is an elective, a one-time course, or part of an undergraduate minor.) Evaluation of the performance-based assessments by the course instructor will also be completed in VIA through Blackboard.

Failure to submit the assessment to VIA 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 VIA Blackboard submission, the IN will convert to an F nine weeks into the following semester.

Professional Dispositions

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

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

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students. Please refer to the course website for detailed information about course readings, videos, and assignments. *Please check for announcements on the course website for any updates to the schedule if you miss a class. You are expected, however, to keep pace with the calendar of assigned readings.*

Session /Dates	Topics	Assigned Readings/Videos
Session 1 8/26	Review Syllabus & Course Expectations Ethics, Morals, & Law	Videos: (Blackboard)
Session 2 9/2	Ethical Literacy	Library Readings: (Blackboard)
Session 3 9/9	Constitutional Right to Education Vaccine Mandates	Library Readings: (Blackboard) Weblink Article (Blackboard) Audio File: (Blackboard)

Class Schedule (continued)

Session 4 9/16	The Color Line	Video:(Blackboard) Court Opinion Syllabi: (Blackboard) Library Reading: (Blackboard)
9/23	SUBMIT ASSIGNMENT ONE	
Session 5 9/23	Expression Rights of Public School Students	Court Opinion Syllabi: (Blackboard)
Session 6 9/30	Title IX and Gender Identity	Library Readings: (Blackboard)
Session 7 10/7	Due Process and Student Behavior	Library Readings: (Blackboard)
Session 8 10/14	Charter Schools and Virginia Law	Library Readings: (Blackboard)
Session 9 10/21 Online Asynchronous	Educating Undocumented Students	Library Readings: (Blackboard)
Session 10 10/28	Community Advocacy and Federal Law	Library Reading: (Blackboard)
Session 11 11/4	Teacher Rights and Freedom	Library Reading: (Blackboard)
11/11	SUBMIT ASSIGNMENT TWO	
Session 13 11/18	School Resegregation	Library Reading: (Blackboard)
Session 14 12/2	Student Exceptionality	Library Readings: (Blackboard)
Session 15 12/9	Writing Week	INDEPENDENT RESEARCH AND WRITING
12/15	SUBMIT ASSIGNMENT THREE	

Core Values Commitment

The College of Education and 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 <https://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 e-mail 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 e-mail account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students are invited to share their name and gender pronouns with the instructor and how best to address you in class and via email. I use she/her for myself, and you may address me as “Regina Biggs” or “Dr./Professor Biggs.”
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding the use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- 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 e-mailing titleix@gmu.edu.

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

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 the release of information from those records. Please see George Mason University's student privacy policy <https://registrar.gmu.edu/students/privacy/>