

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

**EDLE 612, Section DL1: Education Law  
3 credits, Fall 2021  
August 23 through December 15, 2021**

**Faculty**

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

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

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

**Course Delivery Method:** This is a 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](mailto:@masonlive.gmu.edu)") and email password. The course incorporates a variety of instructional methods, including large-and small-group instruction, cooperative learning activities, Internet assignments, lectures, individual presentations, case studies, simulations, and written and verbal assignments. The course site will be available on August 23, 2021.

**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.**

**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.**

## Technical Requirements

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

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

## Online Expectations

- **Login 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.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which includes viewing 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 who are struggling with technical components of the course are expected to seek assistance from the College or University technical services.
- **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. Updates will be posted on the Bb site.
- **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 accommodations to ensure accessibility must be registered with George Mason University Disability Services and provide the instructor with a Faculty Contact Sheet. Academic accommodations are initiated through Faculty Contact Sheets and are not retroactive.

### **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 that reveals comprehension of political, social, ethical, and legal influences, specifically the principles, laws, policies, cases & regulations that are applicable in education as they apply to special populations.

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

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

## Relationship of Course to Internship

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

## National Standards and Virginia Competencies

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

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/>

### *Classroom Materials:*

To successfully complete required assignments, candidates must have access to a personal computer with internet access, be able to use basic word processing and email, and access appropriate websites (see suggested resources) for supplemental materials. **Correspondence by email will use your Mason email account.**

### *Outside-of-Class Resources:*

Candidates are required to use Blackboard as part of this course. Vital information for the course will be posted on the Blackboard site; we will communicate regularly through this site. Candidates are required to submit their course assignments electronically using the Blackboard website. Online access is vital for the distance learning aspects of the course and is an

important part of course participation grade. **All candidates are required to activate and monitor their GMU email accounts.**

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

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, 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, VIA, 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 Education Law*          | 30% |

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\* 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 candidate.  
Use Times Roman or Arial 12-point font.

Spell correctly.  
Type all work.  
Write clearly.

Include a cover page with name, date & assignment.  
Follow **APA guidelines** (double space, references, etc.)

Find a good proofreader!  
**Avoid plagiarism!!!!**

### Expectations for Group Work

- Each team member has a clearly identifiable role of contribution.
- Practice conflict resolution and consensus-building.
- Proofread documents and multimedia.
- Use clear transitions.
- Manage time.
- Conduct a practice run.

### Course Performance Evaluation Weighting:

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

### Course Policies

Assignments are due by 11:59 p.m. on the dates listed on the syllabus. Late assignments will not be accepted except in emergencies that have been discussed and approved by the instructor in advance of the due date. Papers are due as indicated on the reading schedule that follows. ALL ASSIGNMENTS must be submitted **electronically, either through Blackboard or 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 612, the required performances are the *Code of Ethics and Case Study Analysis* and the *Special Populations Analysis of Special Education Law*. The rubrics for these two assignments are presented on the Blackboard course site. These performances **must** be submitted to VIA through Blackboard (regardless of whether a course is an elective, a onetime course, or part of an undergraduate minor.) Evaluation of the performance-based assessments by the course instructor will also be completed in 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.

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## Class schedule

To accommodate the learning needs of the class, the topic and reading schedule may be amended during the semester. Please check for announcements on the course website for any updates to the schedule if you miss a class. You are expected, however, to keep pace with the calendar of assigned readings.

Session/Date	Lessons	Reading	Activities/ Assignments
Session 1 8/24 – 9/13	Course Orientation Overview Legal and Ethical Principles	Video: (Blackboard) <i>Ethical Leadership &amp; Decision Making:</i> Chapter 1	Discussion Board Post • Judicial Principles
	Unit 1 Lesson 1 Moral Autonomy	Library Readings (Blackboard) <i>Ethical Leadership &amp; Decision Making:</i> Chapter 2	• Synthesis of Knowledge: Discussion Board Post
	Unit 1 Lesson 2 • Philosophical Sources of Authority	Library Reading (Blackboard) Video (Blackboard)	• Discussion Board Post Reflective Equilibrium: Values Assessment
	Unit 1 Lesson 3 • Demonstrating Moral Competence	<i>Ethical Leadership &amp; Decision Making:</i> Chapters 3 and 5: Case Studies from Textbook	• Discussion Board Post responding to assigned case questions
9/13	<b>Submit Assignment One:</b> Ethics Code & Case Study (posted by 11:59)		
Session 2 9/14 – 10/4	Unit 2 Lesson 1 Religious Liberty	<i>The Law of Schools, Students, and Teachers:</i> Chapter 5 <i>Ethical Leadership &amp; Decision Making:</i> Chapter 7 Case Studies from Textbook	• 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:</i> Chapters 4 & 6 Court Case Opinion (Blackboard) Case Study from Library (Blackboard)	• Group Discussion Board: Case Brief • Discussion Board Post <i>Case: Study Analysis</i> • Short Answer Response: Show What You Know
	Unit 2 Lesson 3 • Cyberspace	Professional Journal Article (Blackboard) <i>Ethical Leadership &amp; Decision Making:</i> Chapter 11 Case Studies from Textbook	• Discussion Board Posts

Session/Date	Lessons	Reading	Activities/ Assignments
Session 3 10/5 – 10/25	Unit 2 Lesson 4 • Fourth Amendment • Fifth Amendment	<i>The Law of Schools, Students, and Teachers: Chapter 3 &amp; 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"> <li>Assigned case analysis (Group Activity)</li> <li>Discussion Board Post <i>Case Study Analysis</i></li> <li>Show What You Know: Procedural Due Process</li> </ul>
	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"> <li>Discussion Board <i>Post Case Study Analysis,</i></li> </ul>
11/8	<b>Submit Assignment Two:</b> Constitutional Case Analysis (posted by 11:59)		
11/9	Constitutional Case Reviews/Commentary/Facilitated Discussion		
Session 4 10/26 – 11/8	Unit 3 Lesson 1 Sexual Harassment	<i>The Law of Schools, Students, and Teachers: Chapter 11 &amp; pgs. 645-649</i>  Ethical Leadership & Decision Making: Chapter 10 (pgs. 169 – 184)	<ul style="list-style-type: none"> <li>Show What You Know: Sexual Discrimination (2)</li> <li>Discussion Board Post</li> </ul>
	Unit 3 Lesson 2 Child Abuse	<i>The Law of Schools, Students, and Teachers: pgs. 314-321</i>	<ul style="list-style-type: none"> <li>Discussion Board Post Case Study Analysis</li> </ul>
	Unit 3 Lesson 3 Torts	<i>The Law of Schools, Students, and Teachers: Chapter 12</i>	<ul style="list-style-type: none"> <li>Short Answer Response: Risk Management</li> </ul>
Session 5 11/10 -11/29	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"> <li>Discussion Board Posts <i>Case Study Analysis</i></li> <li>Homeless Students Case Law Review</li> </ul>



Session/Date	Lessons	Reading	Activities/ Assignments
Session 5 11/10 -11/29	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"> <li>Short answer response:</li> </ul>
	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"> <li>Discussion Board Post</li> </ul>
Session 6 11/30 – 12/14	Special Education Research	<i>Independent Research</i>	
12/15	<b>Submit Assignment Three:</b> Special Populations (posted by 11:59)		

### **Professional Dispositions**

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

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

#### *Policies*

- George Mason University takes pride in the diversity of our university community. We aim to create an environment at Mason, in our classrooms and beyond, that is inclusive, inspirational, and focused on the needs of those we serve. Please view the [Mason Diversity Statement](#) for more information.
- *Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously, and violations are treated gravely. 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 George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://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 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 VIA should be directed to [vialAhelp@gmu.edu](mailto:vialAhelp@gmu.edu) or <https://cehd.gmu.edu/aero/via>. Questions or concerns regarding the use of Blackboard should be directed to <http://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 emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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

### *Other reminders:*

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

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

**Copyright:** Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to 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 the 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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