Instructor
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Office Hours
Wednesday, 3 – 5 pm
Thursday, 3 – 5 pm
By Appointment

Course Description
This course is designed to introduce graduate students to legal issues related to education through an in-depth examination of constitutional requirements (state and federal), statutory provisions, and court decisions. However, that is not to say that you will become a legal expert at the conclusion of this course. When you face legal questions in your profession you should consult proper experts and adhere to district policy related to the consultation process. The course will provide students with a factual understanding of the Constitution of the United States of America, a historical review of the federal government’s role in education, and a detailed examination of the following legal topics: church and state, student rights, rights of disabled children, desegregation/finance, and due process rights for teachers. Additional topics that will be reviewed in this course include: school attendance, torts, defamation, student records, property, and governmental immunity. Students are encouraged to take ELPS 605: External Environments prior to enrolling in ELPS 660.

What’s In It For Me (WIIFM)?
For both aspiring administrators and current teacher-leaders, the educational experiences embedded in ELPS 660: Law and the Administrator will develop a foundational understanding related to the legal rights of students, teachers, and administrators throughout the daily learning process. This foundational knowledge will, HOPEFULLY, ensure that you do not deny another person his or her constitutional rights and, in the unlikely case you are actually named in a lawsuit, that your actions will be deemed rational by a court of law.

Overview of Program Philosophy
The underlying philosophy of the courses in the Program is that educational leaders possess knowledge of self, others, organizations, and society necessary to perform creatively and effectively in diverse environments. Leaders engage people in identifying and working toward the accomplishments of a shared vision for the organization. Leaders
incorporate the ideas, values, and experiences reflective of a pluralistic society and promote continual learning.

Learning experiences for this course contribute to students’ understanding of the underlying beliefs of our leadership develop program. The following nine belief statements guide all ELPS courses and activities:

- Human growth and development are lifelong pursuits,
- Organizations are artifacts of a larger society,
- Learning, teaching, and collegiality are fundamental activities of educational organizations,
- Validated knowledge and active inquiry form the basis of practice,
- Moral and ethical imperatives drive leadership behavior,
- Leadership encompasses a learned set of knowledge, skills, and attitudes,
- Effective leadership in educational organizations depends upon individual and team efforts,
- Leaders’ behaviors and actions model their beliefs and values, and
- Leaders effect positive change in individuals and organizations.

Accommodations Statement

Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.

Inclusivity Statement

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.

Standards from Professional Organizations

The Program of Educational Leadership and Policy Studies strives to prepare individuals for leadership roles in the field of education. Learning experiences address skills, competencies, and performance expectations identified by multiple professional organizations with an interest in the preparation of educational leaders. Some of the professional organizations include (educational leaders should be familiar with these organizations):
• American Association of School Administrators (AASA)
• Education Law Association (ELA)
• National Association of Elementary School Principals (NAESP)
• National Association of Secondary School Principals (NASSP)
• National Council for the Accreditation of Teacher Education (NCATE)
• National Middle School Association (NMSA)
• University Council for Educational Administration (UCEA)
• National School Boards Association (NSBA) – Legal Clips (a great weekly snapshot of school law issues)

Any student particularly interested in legal issues related to educational leadership ought to strongly consider joining the Education Law Association.

Course Goals

Educational policy and practice have traditionally been shaped by a multitude of external influences, including legislatures, state and local school boards, administrators, faculty, and parents. Recently, the federal government’s role has become more prominent. However, less obvious, although extremely influential, is the role of state and federal courts in interpreting educational policy and practice. Understanding statutes, administrative policies, and litigation is essential for schools and districts to function effectively. It is the intent of this course to provide students with knowledge of judicial decisions and legislation as a basis for policy making and resolving disputes primarily within the K–12 public school context (attention will also be given to private education and higher education issues).

The course activities are designed to provide students with the knowledge of legal influences on educational policy and operations and the basis for these interpretations of constitutional provisions (either at the state or federal level). These knowledge bases, skills and behaviors, and attitudes will be developed using individual readings, group activities, class discussions, and reflective activities. As a result, students will:

- Improve writing skills through various writing exercises (legal connection paper),
- Demonstrate knowledge of principles of school law, specific legal mandates, and judicial decisions as they apply to school curriculum, policies, and administrative responsibilities,
- Locate and interpret federal and state laws, court decisions, and school district policies,
- Develop school curriculum, policies, and procedures in accordance with appropriate legislation, state board regulations, and judicial decisions,
- Demonstrate knowledge of legal rights and responsibilities of teachers, students, and parents,
- Promote a school environment which encourages respect for the rights of pupils and personnel,
Demonstrate a knowledge of legal aspects of teacher evaluation, including statutory, common, and case law, due process requirements and procedures, and non-discrimination legislation,

○ Work effectively with school and district administrators and attorneys to resolve legal issues and conflicts in various school situations,

○ Demonstrate an understanding of educational law and the ability to critically assess educational issues from a legal perspective, and

○ Improve oral presentation skills using technology to present legal issues and elements a legal case study to the class.

**Assigned Text**


In addition to the required text, students will be asked to read articles, access cases, and conduct research using legal databases (ideally, we will have access to Lexis-Nexis database through the university).

**Course Activities and Assignments**

Students’ performance in this course will be evaluated by various written and oral assessments. The following details each of the assignments that will determine a student’s final grade in this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Code of Ethics</td>
<td>Too often a lack of ethics results in a legal challenge. For that reason, each student will develop a two-page document identifying a code of ethics that drives actions.</td>
<td>15%</td>
</tr>
<tr>
<td>Ethical Dilemma Presentation</td>
<td>Students will present to the class an ethical dilemma with legal ramifications that an administrator could face and turn in a written summary of the ethical dilemma.</td>
<td>10%</td>
</tr>
<tr>
<td>Asynchronous Writings</td>
<td>Students will write on six different topics.</td>
<td>15%</td>
</tr>
<tr>
<td>Legal Connections Paper</td>
<td>Students will use a legal database to access three scholarly legal opinions on one of the topics discussed in class, read the articles, and write a three to five page paper summarizing the articles and the issue.</td>
<td>20%</td>
</tr>
<tr>
<td>Embedded Field Based Experience</td>
<td>Students will complete two activities from a list of four that will involve legal topics and count toward the internship experience.</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>Attendance and active participation are essential to this class. Failure to attend class and/or participate</td>
<td>10%</td>
</tr>
</tbody>
</table>
in the class discussions will result in a reduction of a student’s grade. In addition, students who fail to come to class prepared (having read the assigned readings) will be subject to a reduction in the participation grade.

<table>
<thead>
<tr>
<th>Case Study Presentation</th>
<th>Working in small groups, students will prepare case study presentations on legal topics</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Assignments are graded according to a rubric with ratings from 4 (high) to 1 (low). Final grades are awarded in accordance with the Graduate Bulletin that specifies: “Superior is indicated by ‘A,’ above average is ‘B,’ average is ‘C,’ below average but passing is ‘D,’ and failure is ‘F.’”

The University of Northern Colorado has recently introduced pluses and minuses to its grading system. In Educational Leadership and Policy Studies the implementation of pluses and minuses in grading has been left up to the discretion of each professor. For this course pluses and minuses will be used to differentiate between the overall assessment of each student if significant discrepancies arise.

The following grading scale will be used for this course (reported in overall averages):

<table>
<thead>
<tr>
<th>Tradition 100% Scale</th>
<th>4-point Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% or higher</td>
<td>= A = 3.5-4.0</td>
</tr>
<tr>
<td>80 – 89%</td>
<td>= B = 2.5-3.4</td>
</tr>
<tr>
<td>70 – 79%</td>
<td>= C = 1.5-2.4</td>
</tr>
<tr>
<td>60 – 69%</td>
<td>= D = 0.7-1.4</td>
</tr>
<tr>
<td>Less than 60%</td>
<td>= F = 0.0-0.6</td>
</tr>
</tbody>
</table>

After receiving feedback on each assignment I would encourage students to consider what they would do differently if given the opportunity to improve the submitted work, regardless of the final grade. Learning happens as you look for ways to improve.

Course Objectives Aligned with Course Assignments

Course Objectives: Students will…  | Assessment(s)  
-------------------------------------|---------------|
Create their own code of ethics and analyze how their codes will guide their actions as instructional leaders | Code of Ethics  
Research and analyze selected principles of school law | Ethical dilemma presentation  
Apply the legal concepts embedded in the course to specific scenarios | Case study presentation  
Apply theoretical legal concepts to school practices | Legal Connections Paper  
Asynchronous writing | WIMBA discussions/participation  
Embedded field based experience
Criteria for Class Preparation and Participation

Students in this course are expected to be prepared each session and actively participate in large and/or small group discussions/activities during the synchronous meeting times. Students prepare for this course by reading the assigned material, completing written assignments in a timely fashion, and participating fully in discussions and activities from a knowledgeable and informed perspective. The professor reserves the right to call on students to answer questions during the Blackboard Collaborate (BBC) sessions.

Attendance in this course is extremely important for understanding and applying the course concepts. If you are unable to attend the synchronous sessions due to a personal or professional commitment, please contact (by phone or email) the instructor prior to the class. Alternative assignments may be required as mutually determined by the student and the instructor.

Email/Attachments

Students must have an email address so communication between the instructor and students can be conducted electronically. In addition, students may submit the assignments electronically. Instructions for electronic submissions are as follows:

- All assignments submitted for review via email are sent as an attachment to an email message. The email itself should include the student’s name and what is being sent. All attachments should be sent in MS Word. The attachment should be labeled (on the paper) with the student’s name, etc.
- If there are any problems with sending the materials via email then the assignment should be submitted by the due date in print form.
- The instructor will reply to every electronic submission confirming receipt of the document. If a student does not receive confirmation it is his or her responsibility to determine why the email was not received.
- The professor is committed to respond to all emails within 24 of receipt during the work week (emails received during the weekend do not carry the same guarantee)

Academic Dishonesty

Plagiarism or other academic dishonesty of any kinds will not be tolerated. The penalty for such action will result in an “F” letter grade for the course and/or additional sanctions as permitted under University policy. If you are unsure of how to properly paraphrase or cite a source in APA style, please seek assistance.

Course Schedule

The following represents the course schedule:
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 24</td>
<td>Introduction of course, Review syllabus, Introductions of people, Review textbook, Why study school law? Lexis-Nexis orientation, Review America’s Legal System</td>
<td>Zirkel article (handout on Blackboard), Alexander and Alexander, Chapters 1 – 2 (excluding cases)</td>
</tr>
<tr>
<td>September 1</td>
<td><strong>Which branch of government at the federal level has the greatest influence on public education? Why?</strong></td>
<td>Writing #1 due (by 9 am)</td>
</tr>
<tr>
<td>September 14</td>
<td>Review the role of the federal government in education, School governance, PLACE/Ethical Dilemmas</td>
<td>Alexander and Alexander, Chapters 3 – 4 (excluding cases)</td>
</tr>
<tr>
<td>September 22</td>
<td><strong>What will you do to ensure that you are always acting ethically?</strong></td>
<td>Writing #2 due (by 9 am), Personal Code of Ethics due (by 9 am)</td>
</tr>
<tr>
<td>September 28</td>
<td>Church and State case study, Discussion on Church and State, PLACE/Ethical Dilemmas</td>
<td>Alexander and Alexander, Chapter 5 (excluding cases)</td>
</tr>
<tr>
<td>October 6</td>
<td><strong>What requirements should government place on home school parents to ensure students receive a quality learning experience?</strong></td>
<td>Alexander and Alexander, Chapter 6 (excluding cases), Writing #3 due (by 9 am)</td>
</tr>
<tr>
<td>October 12</td>
<td>Student Rights case study, Student Rights Overview, PLACE/Ethical Dilemmas</td>
<td>Alexander and Alexander, Chapter 8 (excluding cases)</td>
</tr>
<tr>
<td>October 20</td>
<td><strong>Respond to the scenario related to search and seizure. How would you handle it?</strong></td>
<td>Alexander and Alexander, Chapter 9 (excluding cases), Writing #4 due (by 9 am)</td>
</tr>
<tr>
<td>October 26</td>
<td>Rights of Students with Disabilities case study and overview, PLACE/Ethical Dilemmas</td>
<td>Alexander and Alexander, Chapter 11 (excluding cases)</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Assignment</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>November 3</td>
<td>Respond to the scenario related to LRE. How would you handle it?</td>
<td>Quirk Reading (handout)</td>
</tr>
<tr>
<td>Asynchronous Writing</td>
<td></td>
<td>Writing #5 due (by 9 am)</td>
</tr>
<tr>
<td>November 9</td>
<td>Due Process Rights of Teachers case study and overview</td>
<td>Alexander and Alexander, Chapter 17 (excluding cases)</td>
</tr>
<tr>
<td>(synchronous time</td>
<td>PLACE/Ethical Dilemmas</td>
<td></td>
</tr>
<tr>
<td>from 5-7 PM)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 17</td>
<td>Does the Educator Effectiveness Act (SB10-191) appear to align with the</td>
<td>Alexander and Alexander, Chapter 15 (excluding cases)</td>
</tr>
<tr>
<td>Asynchronous Writing</td>
<td>legal parameters established by Alexander and Alexander? Why?</td>
<td>Writing #6 due (by 9 am)</td>
</tr>
<tr>
<td>#6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 23</td>
<td>Tort Liability case study and overview</td>
<td>Alexander and Alexander, Chapter 12 (excluding cases)</td>
</tr>
<tr>
<td>(synchronous time</td>
<td>PLACE/Ethical Dilemmas</td>
<td>Legal Connections Paper Due</td>
</tr>
<tr>
<td>from 5-7 PM)</td>
<td>Course evaluation</td>
<td>Embedded Field Based</td>
</tr>
<tr>
<td></td>
<td>Revisit Code of Ethics</td>
<td>Experience Write-up due</td>
</tr>
</tbody>
</table>

**Late Assignments**

If a student fails to meet a designated deadline then he or she runs the risk of having the work pile up (making it more difficult for the student to keep up). One of the goals for this course is to have every student succeed in the class and in this success is predicated upon meeting the prescribed deadlines. As a result, the following guidelines will be applied to any late assignment: If an assignment is not turned in on time it will automatically be subjected to penalties at the instructor’s discretion. If the assignment is over one week late one point will be taken off the final grade. If the assignment is two weeks late it will not be accepted.

The professor is committed to returning assignments with detailed comments to students in a timely manner. Timely manner will typically mean within two days of the due date and should never be more than a week after the assignment was submitted.

**Strategies for Success in This Course**

Distance learning presents unique opportunities and challenges for both the instructor and the student. I would like to present some strategies that I recommend you implement throughout our learning experience together to ensure your academic success and preparation to become educational leaders.

1. Adhere to Deadlines: I have made an effort to spread the work throughout the semester. However, if a student fails to meet a designated deadline then he or she runs the risk of having the work pile up. I want to see everyone succeed in the
class and your success is predicated upon meeting the prescribed deadlines. If an assignment is not turned in on time it will automatically be subjected to a penalty. Once an assignment is one week late it will be docked one point. After two weeks the assignment will not be accepted.

2. **Communicate:** If you are having concerns with an assignment, a concept, or if you have questions, please communicate with me. We are at a disadvantage since we do not get to meet together, share ideas, and clarify concepts face to face. However, through electronic communication we can ensure that this educational experience is meaningful for all involved.

I am genuinely excited for this opportunity to experience distance learning with you as we study school law. My job is to help you succeed and I will do everything in my power to help this happen. I wish you all the best in your studies and here is to a great semester together.

**Netiquette**

Given the fact that we are relying on an online delivery model for this course, certain expectations are required to ensure a productive educational experience for all students. These netiquettes (or net-etiquettes) should be followed by all participants in all situations (IMing in the virtual classroom, emails, posting, etc.):

1. Be concise in your writings,
2. Avoid the use of all caps in your writing since this denotes shouting (unless you feel a need to shout, but refer to netiquette number 3 if this is the case),
3. Be respectful in all communications,
4. Adhere to spelling and grammar rules, and
5. Remember that you are writing to other human beings.

**Technological Requirements for this Course**

In order to successfully complete this course, students will need a laptop/desktop with a microphone and speakers. In addition, students will need adequate internet service to ensure seamless participation in the virtual classroom. If students encounter technical difficulties, they are encouraged to call 970-351-HELP to access the information technologies (IT) help desk.

In addition, students should know that Library Services provides specific help to online students. These services are detailed at: [http://library.unco.edu/services/distance.htm](http://library.unco.edu/services/distance.htm)

**Aligning Course with Colorado Principal Standards**

The following Colorado Principal Standards and competencies will be addressed in this course:

6.01 Foundations for Leadership
1.2 Sustain and promote the conviction that education is the fundamental right of all students.
1.7 Exemplify a personal and professional commitment to ethical conduct and respect for others and their rights.

6.02 Contextual Understanding
2.1 Implement the requirements established for education by federal and state law, state rule and regulation, and local policy.
2.2 Convey respect for the roles of elected officials and administration.

6.03 Planning and Organization
3.1 Develop a plan for the school, with stakeholder involvement, which establishes a unifying statement of purpose with regard to meeting required standards for students, and which identify:
   3.1.1 Instructional objectives,
   3.1.2 Assignments of responsibility,
   3.1.3 Timelines,
   3.1.4 Methods of evaluation,
   3.1.5 And which provides for the appropriate allocation of resources.
3.3 Establish and adhere to timely, efficient, effective, and ethical administrative practices.

6.04 Content Knowledge Instruction
4.2 Supervise and support instruction, and assure that adequate and appropriate educational materials are available for the effective instruction of all students in the school.
4.4 Provide direction to teachers regarding the appropriate uses of technology in the classroom, including, but not limited to the reinforcement of instructional objectives, use as a resource for information; and in the management of student data. The principal shall:
   a. Communicate to staff about district technology policies, including matters of confidentially, as related to the release and use of student records, and about appropriate student use of technology.
   b. Be able to demonstrate a variety of ways to integrate technology as a tool, into data-driven, standards-based individual instruction, in support of student achievement.
   c. Inform teachers about how to incorporate technology in the tracking of academic progress and in instructional record-keeping.
   d. Utilize technology in managing and communication information and date to a variety of stakeholders.

6.05 Individualization of Instruction
5.1 Exhibit vigilance with regard to the school’s legal obligations and students’ educational rights, including but not limited to, those requirements which affect special needs students.

6.06 Management and Evaluation of Instruction
6.1 Articulate clear performance objectives.
6.2 Observe and record the quality and effectiveness of classroom teaching and assessment and work with teachers to improve instruction.
6.3 Incorporate the requirements of Colorado law, relative to all the Colorado Model Content Standards and CSAP results, into the design of fair and consistently-applied performance evaluation requirements and procedures.
6.4 Maintain accurate records of formal evaluation observations, relevant student assessment data, and other pertinent information.
6.5 Regularly review teachers’ competence, with particular focus on academic program delivery.
6.6 Provide mentoring and staff development in support of the instructional program, and the Colorado Model Content Standards, for all school staff and volunteers.
6.7 if necessary, resolve conflicts among, and refocus staff on, instructional objectives.

6.07 Supervision of Personnel
7.1 Display and enforce professional standards in all personnel decisions.
7.2 Establish personnel recruitment and retention strategies based on the instructional plan for the school.
7.3 Implement, inform about, and adhere to ethical and fair hiring and personnel practices.
7.4 Provide clear communication of expectations.
7.5 Provide constructive performance appraisals, linked to student achievement.
7.6 Provide a documented justifiable basis for taking a personnel action.
7.7 Counsel out of the profession those whose continued presence in teaching does not serve in the best interests of students.
7.8 Provide encouragement to those interested in entering the field of education.

6.08 Supervision of Student Conduct
8.1 Establish, with appropriate stakeholder involvement, a school and classroom code of acceptable conduct indicative of the responsibilities of students and reflective of school law and district policy.
8.2 Communicate the code and disciplinary procedures to staff, students, and parents and assist teachers in fair, appropriate, and consistent implementation.
8.3 Implement legal protections for students and appropriate and allowable suspension and expulsion policies and procedures.

6.10 School Site Safety and Maintenance
10.1 Acknowledge the school’s legal responsibilities to students on their way to and from school and with regard to transportation.
10.2 Be vigilant about school security and establish measures to evaluate and assure students and staff safely and anticipate potentially dangerous situations.
10.3 Implement safety procedures and precautions within the school and on school property.
10.4 Maintain a close working relationship with the local law enforcement.
10.5 Take a proactive approach to emergency situations and be prepared to provide stress and crisis management and conflict resolution, before, during, and after such situations as required.

6.11 Parent and Community Involvement
11.1 Speak, write, and communicate successfully in a variety of settings.
Personal Code of Ethics

For this assignment you will create a personal code of ethics that guides your behaviors and discuss the importance of this code to you as an educational leader.

- This code may be in paragraph form or presented as a list of personally held beliefs and values. These beliefs and values may be drawn from course readings or codes produced by professional organizations.

- Reflect in a paragraph or two on why this personal code is important to you as an educational leader.

- This document should be limited to two pages.

- Refer to the writing tips document posted at the beginning of class.

- Turn in the code on September 22, 2015.

This assignment is graded according to the following four-point rubric (four being the highest score possible):

<table>
<thead>
<tr>
<th>Score</th>
<th>Descriptors</th>
</tr>
</thead>
</table>
| 4     | A code of ethics receiving the highest possible score will address the following items:  
- The beliefs and values of the code are clearly stated and are appropriate to the position of leadership in education,  
- The content is likely to guide behavior in various ethical dilemmas faced by educational leaders,  
- The paper follows APA writing style,  
- There is insightful reflection on the importance of the code in educational leadership, and  
- Grammar and spelling are correct. |
| 3     | A code of ethics receiving a three fails to address all the issues described above or insufficiently covers all of the items addressed above. |
| 2     | A code of ethics receiving a two clearly omits one or more of the points identified in 4. |
| 1     | A code of ethics receiving a one fails to adequately address the items identified in 4 and has completely omitted one or more of those items. |
Ethical Dilemma Presentation

Students of school law will present to the rest of the class an ethical dilemma that has legal implications and is related to education. An ethical dilemma, by definition, is a situation that presents an individual with two or more viable options. An ethical dilemma is different from a person acting unethically. The ethical dilemma can be obtained through personal experience or through the personal experiences of others (I request the situations be real). If you do not feel like you have dealt with many interesting ethical situations, talk to others (administrators, counselors, etc.).

For this assignment you will be required to do the following:

1. Decide upon an ethical dilemma (either from your own life or someone else),

2. Write up a paper (not to exceed two pages) that presents the ethical dilemma and discusses how you would handle it (the paper is due the day the student presents), and

3. Present the ethical dilemma to the rest of the class (we will have a sign up date—see course schedule in the syllabus for the ten different days). The presentation should include a **summary of the pertinent information, guiding questions** focused on getting the rest of the class to think about the situation from multiple angles (i.e., “What would you do?”), and a summary statement where you **inform the group how the situation was resolved**. **Each presentation should be no more than 10 minutes long.**

The following rubric will be used to assess the ethical dilemma presentation:

<table>
<thead>
<tr>
<th>Score</th>
<th>Descriptors</th>
</tr>
</thead>
</table>
| 4     | An ethical dilemma presentation receiving the highest possible score will address the following items:  
  - Present an ethical dilemma that clearly relates to a legal topic  
  - A strong write up that follows APA format and adheres to the guidelines listed above  
  - Involves the rest of the class in the presentation through the use of guiding and thought provoking questions |
| 3     | An ethical dilemma receiving a three fails to address all the issues described above or insufficiently covers all of the items addressed above. |
| 2     | An ethical dilemma receiving a two clearly omits one or more of the points identified in 4. |
| 1     | An ethical dilemma receiving a one fails to adequately address the items identified in 4 and has completely omitted one or more of those items. |
Asynchronous Writings

Six different weeks students are required to submit a **one-page** answer to that week’s question (see course schedule for the questions). For example, under the course schedule under **September 1** the question (in italics) reads, “Which branch of government at the federal level has the greatest influence on public education?” These six writings are opinion oriented (there is not necessarily a right answer), but students are expected to rely upon the materials covered in the synchronized discussions, the readings, and any other outside material needed to answer the question of the week. Students are expected to demonstrate understanding of the legal issues related to the question in their writings and they will be assessed on content as well as style.

The following rubric will be used to assess the overall quality of each posting:

<table>
<thead>
<tr>
<th>Score</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Turned in on time, well written, followed APA formatting requirements, answered the question, and offered supporting information from class discussions, assigned readings, and/or outside sources.</td>
</tr>
<tr>
<td>3</td>
<td>Met most of the characteristics described under four</td>
</tr>
<tr>
<td>2</td>
<td>Met some of the characteristics described under four</td>
</tr>
<tr>
<td>1</td>
<td>Met few of the characteristics described under four</td>
</tr>
</tbody>
</table>
Legal Connections Paper

For this assignment each student will do the following:

1. Select a topic (either from the syllabus, the book, or other area of interest related to education),

2. Read the Alexander and Alexander chapter related to that topic in its entirety.

3. Find three additional legal opinions (scholarly articles and not court cases) related to that topic using Lexis-Nexis database (we will spend our second day of class in the library to become familiar with at least one of these databases),

4. Read the three opinions,

5. Write a three to five page paper, in APA format, summarizing the issue, connecting the Alexander and Alexander chapter to the three selected legal opinions, and discussing the implications this topic has for you, as you become an educational leader.

6. This paper will be due December 1, 2015.

The following rubric will be used to assess the legal connections paper:

<table>
<thead>
<tr>
<th>Score</th>
<th>Descriptors</th>
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</table>
| 4     | A legal connections paper receiving the highest possible score will address the following items:  
       |   • Presents a clear summary of the issues related to the topic,  
       |   • Draws an significant connection between the Alexander and Alexander text and the three selected legal opinions,  
       |   • The paper follows APA writing style,  
       |   • Discusses the implications this topic as for the author as he/she becomes an educational leader, and  
       |   • Grammar and spelling are correct. |
| 3     | A legal connections paper receiving a three fails to address all the issues described above or insufficiently covers all of the items addressed above. |
| 2     | A legal connections paper receiving a two clearly omits one or more of the points identified in 4. |
| 1     | A legal connections paper receiving a one fails to adequately address the items identified in 4 and has completely omitted one or more of those items. |
Embedded Field Based Experiences

Students will choose two of the following activities to complete. These activities are designed to align with the curriculum of this course and allow the student to log hours toward the internship experience. At the end of each experience students will write a one-page summary that addresses the following three points:

1. What was done?
2. What the student learned from the experience?
3. How will this experience influence the student as an educational leader?

The two one-page summaries are due by **December 1, 2015**. If a student selects items 1-3 then those activities are pre-approved. If a student is interested in creating his or her own idea then the idea should be approved by the professor by the middle of October.

Possible activities for this course include:

1. **Go to Court With an Administrator**: Administrators end up going to some type of court for a myriad of reasons, however most of them center on truancy issues. Students will attend a court appearance with an administrator and then informally interview the administrator on the experience. Find out about what the administrator had to do in preparation for the court appearance and explore the administrator’s attitudes toward the experience.

2. **Tort Tour**: Students, over several different days, will tour a school’s physical facility to assess the potential for tort liability (negligence) lawsuits. Students will make written recommendations for reasonable measures to lessen the potential for litigation. Findings and recommendations must be shared with the building principal.

3. **Legal Analysis**: Students will select a school practice or a district policy that could result in litigation. Students will compare the practice of the school or district to federal and state constitutional standards, statutes, and/or case law. Students will generate written recommendations for improving the practice or policy to ensure compliance with current state or federal regulations/statutes. Findings must be shared with the appropriate administrator (building or district level).

4. **Generate Own Idea**: Students are also encouraged to develop their own ideas and seek authorization from the professor to ensure the idea aligns with the course. Once permission is granted students can pursue their specific areas of interest.

The following rubric will be used to assess each one-page write-up that students submit:

<table>
<thead>
<tr>
<th>Score</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The write-up answered all of the questions, met the page specifications, and demonstrated a strong degree of application between the activity and the desired agree. The document was also well-written and followed APA.</td>
</tr>
<tr>
<td>3</td>
<td>The write-up addressed most of what was identified above</td>
</tr>
<tr>
<td>2</td>
<td>The write-up addressed some of what was identified above</td>
</tr>
<tr>
<td>1</td>
<td>The write-up only addressed one or two points addressed above</td>
</tr>
</tbody>
</table>
Case Study

Groups will be formed and topics selected on August 24, 2015. The purpose of this assignment is to provide the groups an opportunity to explore a legal topic related to education in greater detail and teach the rest of the class about that topic. Case study groups are encouraged to creatively prepare a presentation that explores both sides of the issue, engages all of the students, and offers an opinion on the issues related to the topic at the end.

Once a topic is selected, each person in a group should read the Alexander and Alexander chapter related to the selected topic in its entirety. The group members should meet to discuss possible case study questions that their presentation will focus on (ideally time will be made available during the first four meeting times, but there is no guarantee that this will happen). The question must be developed by September 14, 2015 and sent to me so I can review the progress made in preparation for the case study and anticipated presentation format. The following rubric will be used to assess each case study:

<table>
<thead>
<tr>
<th>Criterion</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formation of a clear yes/no question</td>
<td>The guiding case study question is clearly stated and presents viable arguments for both sides</td>
<td>The guiding case study question either lacks a degree of clarity or impartiality</td>
<td>The guiding case study question is not clear and/or is biased</td>
<td>There is no guiding case study question</td>
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<tr>
<td>Answered both sides of the case study question</td>
<td>The group clearly presented compelling arguments for both sides of the case study question</td>
<td>The group’s answers appeared to be slanted toward one side of the issue</td>
<td>The group’s answers clearly were slanted toward one side of the issue</td>
<td>The group did not answer both sides of the case study question</td>
</tr>
<tr>
<td>Demonstration of knowledge related to topic</td>
<td>Each group member demonstrates a real understanding of the complexity of the selected topic</td>
<td>A majority of the group members appear to understand the complexity of the topic</td>
<td>The group does not appear to have a clear understanding of the topic</td>
<td>The group thought they selected a different topic</td>
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<tr>
<td>Clearly presents the issues in the case study</td>
<td>The presentation clearly presents the issues related to the question so that the rest of the class can meaningfully contribute to the discussion</td>
<td>The presentation generally presents the issues related to the topic in a clear manner, but there are some gaps in the information presented</td>
<td>The presentation fails to add to the clarity of the issue and even makes it more difficult to understand</td>
<td>The presentation completely confuses everyone involved</td>
</tr>
<tr>
<td>Engages students in the learning process</td>
<td>Students in the class are provided ample opportunity to participate in the case study presentation and to think about the issues</td>
<td>Students have opportunities to participate, but these opportunities are limited</td>
<td>Students are lectured to for a majority of the case study presentation</td>
<td>Students are not engaged in the presentation at all</td>
</tr>
<tr>
<td>Presents a</td>
<td>The presenter end the case study ends</td>
<td>The case study</td>
<td>The case study</td>
<td>The case study</td>
</tr>
<tr>
<td>summary assessment of the topic</td>
<td>case study with a clearly articulated summary statement explaining their views of the issue</td>
<td>with the summary statement, but its meaning is not completely clear</td>
<td>does not end with a summary statement</td>
<td>never ends and never gets to the summary statement</td>
</tr>
<tr>
<td>Creativity</td>
<td>The case study is presented in creative fashion that the rest of the class finds exciting and thought provoking and the creativity clearly relates to the topic</td>
<td>The case study has elements of creativity that appear to relate to the discussion and topic</td>
<td>The case study lacks clear efforts at creativity and/or the efforts fail to enhance the presentation</td>
<td>The case study hopes that a presentation void of creativity will be viewed as creative</td>
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</table>