



CALIFORNIA STATE UNIVERSITY  
**LONG BEACH**  
Educational Leadership

#### COURSE INFORMATION

Course: EDAD 623: Legal Aspects of Education  
Term: Fall 2020  
Meeting Times: Thursdays, 5:45-8:30pm  
Course Modality: Fully Online (Alternative Mode of Instruction)  
Online (Asynchronous) Class Modules: 8/27, 9/10, 9/17, 10/01, 10/22, 10/29, 11/05  
Online (Synchronous) Sessions: 10/15, 11/19, 12/10 (these sessions will be held via Zoom from 6-8pm—links to be provided in BeachBoard and via email)

#### INSTRUCTOR

- Erin Biolchino, J.D., Ed.D.
- Phone: 562-985-XXXX (email is preferred method of contact)
- Email: Erin.Biolchino@csulb.edu
- Office: AS-203
- Office Hours: Wednesdays, 2:00-5:00pm
  - You can schedule an appointment at <https://biolchino.youcanbook.me>
  - All office hours will be conducted via Zoom during fall 2020 using this Zoom link: <https://csulb.zoom.us/xxxxxxxxxxxxx>
  - (please do not share this with anyone outside the class)

#### COLLEGE OF EDUCATION MISSION STATEMENT

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

#### COURSE DESCRIPTION

This course emphasizes the study of legal implications and applications of school law including use of technological resources for basic legal research, operational knowledge of school law in broad and state-specific theoretical and practical contexts, and development of foundational legal knowledge for school leaders. Letter grade only A-F

## STUDENT LEARNING OUTCOMES

The following student learning outcomes are derived from the California Administrator Performance Expectations (CAPEs), adopted in October 2017. By the end of this course, students will be able to:

1. Employ technology to conduct legal research, facilitate communication, manage information, and handle confidential matters relating to students and staff in a manner consistent with legal practices and ethical principles. (CAPE 3A)
2. Describe personal and institutional biases and inequities within the education system and the school site that can negatively impact staff and student safety and performance and be able to address these biases (CAPE 3C)
3. Define high standards of ethics, justice, and equity for all levels of educational leaders (CAPE 5A)
4. Apply policies and practices that both support student learning and protect the rights and confidentiality of students, families, and staff (CAPE 5C)
5. Employ legal principles and personal and professional ethics to communicate the rationale for decisions (CAPE 5B, 5C)
6. Explain how schools are part of larger district, state, and federal contexts and are influenced by political, social, economic, legal, and cultural factors (CAPE 6A)
7. Explain how leadership decisions are made within the American legal system (CAPE 6A)

## REQUIRED TEXTS

Kemerer, F., & Sansom, P. (2014). *California school law* (3rd ed.). Stanford University Press.

Textbook Update (January 2018) available for download at: <http://www.californiaschoollaw.org>

*Additional supplemental readings may be distributed by instructor and/or posted on BeachBoard. Students are expected to check BeachBoard regularly.*

## SUGGESTED COURSE TEXTS

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

## MODE OF DELIVERY AND TECHNICAL REQUIREMENTS

This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via [Zoom](#). All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and an up-to-date, supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. Some of the documents in this course will be available to you in PDF form. If you do not have Adobe Acrobat Reader software on your computer, you can download it by going to <http://get.adobe.com/reader/>.

If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#).

The university is expected to provide an in-person computer lab in the University Student Union during 2020-21 and the opportunity to borrow laptops and/or wi-fi hotspots, if needed. The university will send communications directly to students regarding accessing these resources.

## RESOURCES

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The following may be useful resources as you go through the semester:

- [Academic Technology Services Resources for Students](#) (including links to BeachBoard Help and Software Depot)
- [ITS Help Desk on Learning Remotely](#)
- [Graduate Student Resource Center](#)

The Division of Student Affairs has prepared a helpful guide, [Student Resources During COVID-19](#). A full list of student support services is also available on the [Programs and Services](#) website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email [supportingstudents@csulb.edu](mailto:supportingstudents@csulb.edu) or call (562)985-2038.

## COURSE POLICIES AND REQUIREMENTS

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### CLASS PARTICIPATION

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This course is participatory and interactive. Your attendance and participation is critical to our collective success. Successful participation on the part of students includes:

- Attending all synchronous class sessions on time and in their entirety.
- Being prepared for each class meeting (completing readings, having questions in hand, etc.).
- Moving the conversation forward through asking questions, contributing examples/comments, constructively building on the ideas of others, and listening and responding to others' ideas.
- Being sensitive to your level of participation and to the engagement of your colleagues.
- Engaging in respectful, professional discourse at all times.

### ATTENDANCE

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Perfect attendance, active engagement, and punctuality and adherence to class hours, whether online or in-person class sessions, are expected. Observance of class norms for participation, and thorough preparation for class are integral components of the learning process and expectations of this course. Course readings need to be completed prior to class, online modules must be completed by the due date indicated, and assignments must be completed and submitted on time. All written assignments must adhere to APA (6<sup>th</sup> ed.) format.

Since the class is interactively structured, you are expected to participate to the best of your ability in all class activities, whether online or in-person, synchronous or asynchronous.

Due to the design of the course, synchronous class sessions are held only when absolutely necessary, and every effort should be made to attend. Your participation grade and/or points for an in-class activity may be reduced, at the instructor's discretion, for failure to participate in a synchronous session or failure to complete an asynchronous or assignment by the due date.

It is your responsibility to inform the instructor of absences *in advance* when possible. It is your responsibility to take proactive measures (e.g., checking BeachBoard, asking classmates) to obtain any information missed due to an absence.

### ASSIGNMENTS

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All assignments are due on BeachBoard by 11:59pm on the due date indicated. Late assignments are not accepted except in **rare circumstances** and at the instructor's discretion. If

you are having difficulty meeting a deadline, please email the instructor in **advance of the due date**. The instructor reserves the right to not accept late assignments and/or to penalize the grade for late assignments. **In light of the difficult circumstances of COVID-19, I will do my best to be as flexible as I can be about assignment deadlines--please reach out if you are having difficulty meeting a deadline, and we will come up with a plan to help you succeed in the course.**

#### PROFESSIONALISM

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During synchronous online sessions, please adhere to etiquette for Zoom meetings by muting yourself when not speaking. You always have the option of having your camera on or off; however, if it's turned on try to minimize distractions to class in the background when possible. For small group discussions, it's preferable to have the camera turned on.

As professionals, we will communicate with each other in a professional manner. Respectful discourse is always expected in all forms of communication. If you want to learn more about the expected netiquette for an online class, please consult this resource:

<http://www.albion.com/netiquette/corerules.html>

#### ACADEMIC HONESTY

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Students who engage in academic dishonesty (i.e., plagiarism, receiving improper assistance, cheating) are in violation of university policy. If you have any doubt about what constitutes academic dishonesty, including self-plagiarism, please speak with the instructor before turning in your assignments.

#### THE WRITING PROCESS

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The ability to communicate clearly and thoroughly in writing is an essential skill for any administrator or researcher. The instructor places a great deal of emphasis on this skill in this course. All work must be edited and demonstrate your best thinking, organization, and writing. **At a minimum, please take the time to use the spell and grammar check features in your word processing software BEFORE submitting an assignment.**

Writing is a process. No one produces a final draft in one sitting. Therefore, you are strongly encouraged to begin writing all assignments early and allow yourself plenty of time to get any additional support you may need (e.g., the Writing Center, peers) and go through the revision process. You should never submit your first draft as a final assignment. As you review and revise your work, ask yourself these questions:

- Does my paper contain all elements of the assignment? Is all the content there and is it clear, easy to understand?
- If there is a rubric, did I consult it carefully?
- Is my paper coherent? Does it flow, with connections and transitions between paragraphs and sections?
- How are the mechanics, spelling and grammar in the paper? Have I proofread for typos, extra spaces, misspelled words, etc.?

- What is the similarity percentage in my Turn It In originality report? Have I properly cited all sources?
- Have I only used direct quotations where absolutely necessary?
- Have I paraphrased adequately to avoid unintentional plagiarism?

**Graduate level writing and APA (6<sup>th</sup> ed.) formatting is expected on all assignments.** Please type all papers and use correct grammar, spelling, and punctuation. Properly cite sources using APA format (6<sup>th</sup> ed.). Your grade will be affected if more than a rare editing issue is present. **The instructor may stop reading any assignment that has multiple errors (without grading it) and return it to you for editing before continuing to grade.**

#### BEACHBOARD

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The syllabus, readings, and electronic versions of course documents, and other relevant material will be posted on BeachBoard. The instructor will post announcements on BeachBoard and use the Grades function. You should check BeachBoard regularly (at a minimum, once a week) for announcements and materials. All assignments must be submitted by the due date via BeachBoard.

#### EMAIL

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The instructor uses email as an official form of notification. Please make sure that you check your official CSULB email regularly (at a minimum, once per week). Per University policy, all official course communications must come through your CSULB email address.

#### STATEMENT REGARDING STUDENTS WITH DISABILITIES

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Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at [bmac@csulb.edu](mailto:bmac@csulb.edu).

#### POLICY FOR WITHDRAWAL

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Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

#### INCOMPLETES

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Incompletes are strongly discouraged and granted only in cases of emergencies beyond the student's control and at the discretion of the instructor. University policy states that at least 2/3 of assignments must be complete before an incomplete can be granted. Consult the CSULB Student Catalog for details of this policy.

#### GRADING/COURSE CREDIT

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A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 60 – 69

F = 59 and below

#### COURSE ASSIGNMENTS

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##### **Assignment 1: Module 1 Discussion Board (5 points)**

###### **DUE SEPTEMBER 10**

Students will compose a 500-word response that reflects on the place of this course in their leadership learning. Students should write a narrative that responds to these questions:

- Why do I need to study school law? (reference the Taylor article)
- What do I hope to learn from this class?
- How do I envision using the content from this course in my career as a leader?

Students should create a new Discussion Board thread in the Module 1 Discussion by 11:59pm on 9/10. Students should also reply to at least 1 other classmate's post by 9/17 (response should be at least 150 words). This assignment is credit/no credit and all 5 points will be earned for a complete, on-time response and one on-time reply.

##### **Assignment 2: Module 2 Assessment Legal Research Quiz (10 points)**

###### **DUE SEPTEMBER 17**

Students will complete a 10-question online quiz (on BeachBoard) as part of Module 2. The questions are related to online legal research. The quiz may only be attempted once and is worth 10 points (one point per question). It must be completed by 11:59pm on 9/17.

##### **Assignment 3a: Module 3 Implicit Bias Discussion Board (3 points)**

###### **DUE OCTOBER 1**

Respond to the questions below related to the supplemental reading (Staats, 2016) on implicit bias. Create a new thread in the Discussion Board that responds to these questions:

1. What is implicit bias?
2. What are the consequences of implicit bias in education?
3. What might be some of your personal implicit biases?

Your initial post should be approximately 300 words and is due by 11:59pm on October 1. You should reply to at least one classmate's post (your follow-up post should be approximately 150 words) and is due by 11:59pm on October 15.

This assignment is credit/no credit and all 3 points will be earned for a complete, on-time response and one on-time reply.

### **Assignment 3b: Module 3 Assessment Locate a Landmark Case (2 points) DUE OCTOBER 1**

Students will select a landmark case related to equity in K-12 education in the U.S. that they will use for Assignment 4. This case should be a U.S. Supreme Court or 9<sup>th</sup> Circuit case (occasionally cases from other courts/jurisdictions may be approved—but please consult the instructor before submitting). Due to their use in course materials and in the sample paper, the case of *Brown v. Board of Education* may not be used for this assignment.

Students will submit the case name and full citation via Dropbox by 11:59pm on 10/01.

Example of submission: *Brown v. Board of Education*, 347 U.S. 483 (1954)

### **Assignment 4: Module 4 Assessment Landmark Case Analysis Paper (Signature Assignment) (30 points) DUE OCTOBER 15**

Students will be evaluated on the quality and thoroughness of the analysis of one landmark legal case (a U.S. Supreme Court or 9<sup>th</sup> Circuit Court of Appeals case will work best) related to equity in K-12 education. Students can select from the list provided or find their own case.

Due to their use in course materials and in the sample paper, the case of *Brown v. Board of Education* may not be used for this assignment.

Heavy emphasis will be placed on the depth of the discussion of the implications and applications for school administrators in education (C & D below).

- A. Summarize the **basic facts** of the case and the **arguments that each side presents** in defense of its position. Your summary should include a proper identification of the level/type of court hearing the case. Your case name should be stated correctly and cited properly throughout the paper. (~2 pages)
- B. How did the court **rule** on the issue(s)? (The court's decision is called the Holding or the Ruling). (~1 page)
- C. Because of this decision, what are the major **implications** for schools/districts/education generally? Think of this section as responding to the question, "So what?" To assist you in developing implications, it is sometimes helpful to categorize the types of implications that may develop. Examples of categories might include: 1) curricular, 2) economic/fiscal, 3) academic, 4) legal, 5) social, 6) cultural, 7) language, 8) human resource/personnel, 9) accountability, 10) instructional, 11) ethical, 12) political, 13) family, and 14) community. Not all rulings will have all of the above implication categories, however there will generally be several of them that person. For this paper, you are being asked to identify and discuss the most significant two implications. (~2-3 pages)
- D. In terms of **application** to the practical school setting, how will the administrators implement the ruling? Think of this section as responding to the question, "Now what?" If you were in a leadership role, what would you need to do (step-by-step) to implement this



ruling? What specific school policies and/or procedures might change as a result of this decision? What are all the issues an administrator will have to consider before implementation? Devise a step-by-step implementation plan. Be sure your plan is practical, and consider what your back-up plan would be if your initial plan fails. (~2-3 pages)

Please consult the rubric (p. 14) as the rubric will be used to evaluate this assignment.

Commented [EB1]: CAPE 5C (P)

### **Assignment 5: Module 5 Mock IEP Participation (5 points)** **OCTOBER 15**

Students will earn 5 points for engaging in a mock IEP during a synchronous Zoom class session from 6-8pm on October 15. Details and instructions for this mock IEP will be posted in BeachBoard and reviewed in class on 10/15. It will be helpful to read/watch the Module 5 materials before the synchronous class session on 10/15.

Commented [EB2]: CAPE 3C (P)

### **Assignment 6: Module 6 Assessment Student Discipline Memo (5 points)** **DUE OCTOBER 29**

You are a new assistant principal in charge of student discipline. Read the hypothetical scenario (on BeachBoard) and write a memo (~500 words) to your principal where you outline your recommendations for how to handle the student's situation. Be sure to cite application of case law and/or CA Education Code sections to support your position. You can use any format for your memo that you choose.

This assignment is credit/no credit and all 5 points will be earned for a complete, on-time response. Responses lacking legal supports will not be considered complete. Due to Dropbox on BeachBoard by 11:59pm on 10/29.

Commented [EB3]: CAPE 6A (P)

### **Assignment 7: Module 7 Assessment Tort Liability Walkthrough (10 points)** **DUE NOVEMBER 5**

Typically students conduct a campus-wide walk-through for possible conditions that could form the basis for a negligence lawsuit; however, since you will not be able to be on your campus during fall 2020 due to COVID-19, please use the description of the hypothetical campus (Danger Middle School) in place of conducting an actual in-person walkthrough.

Write a 750-word reflection that analyzes the findings of your walkthrough that answers each the following questions in an integrated discussion:

- What potential areas of liability (negligence) did you uncover? (Think in terms of the four elements of negligence—Where has the school breached its duty? What possible damages could be caused?) (4 points)
- What was surprising? (2 points)
- What questions do you have for your administrator about your findings? (2 points)
- If you found a possible basis for liability, how should the condition be remedied? (2 points)

Please upload a copy of your reflection to Dropbox on BeachBoard by 11:59pm on November 5.

Commented [EB4]: CAPE 3A (A)  
CAPE 3C (A)

**ASSIGNMENT 8: Written Response to 1<sup>st</sup> Amendment Scenario (5 points)  
DUE NOVEMBER 12**

You will choose one 1<sup>st</sup> Amendment scenario to respond to (there are two scenarios posted on BeachBoard, you only need to choose one to write a written response to). You will upload your written response (~300 words). It is also recommended that you read and comment on at least two other classmates' posts.

This assignment is credit/no credit, and you will earn 5 points for an on-time submission. Due to Discussion Board on BeachBoard by 11:59pm on 11/12.

**Assignment 9: Participation in 1<sup>st</sup> Amendment Discussion Scenarios (5 points)  
NOVEMBER 19**

You will earn 5 points for engaging in a discussion related to 1<sup>st</sup> Amendment scenarios in a synchronous Zoom class session from 6-8pm on November 19. Details and instructions for this discussion will be posted in BeachBoard and reviewed in class on 11/19. It will be helpful to read/watch the Module 8 & 9 1<sup>st</sup> Amendment materials before the synchronous class session on 11/19.

**Assignment 10: Take-Home Final (20 points)  
DUE DECEMBER 17**

You will have the opportunity to demonstrate your knowledge of course content by citing relevant legal supports in response to a hypothetical multi-faceted legal and ethical scenario (i.e., a complex law & ethics case study) related to TK-12 school law. You will be graded as follows (see also the rubric on p. 15): 8 points thoroughness and depth of legal supports; 4 points degree of logic, detail, and feasibility of leadership applications; 4 points for consideration of ethical implications; 4 points writing quality including level of sophistication at the graduate level (mechanics, grammar, etc.). The prompt for the final is posted on BeachBoard.

This final will be discussed during a synchronous class session from 6-8pm on December 10. Submit the final to the appropriate folder in Dropbox by 11:59pm on 12/17. This assignment may not be submitted late.

Commented [EBS]: CAPE 5B (A)  
CAPE 5C (A)  
CAPE 6A (A)

ASSIGNMENTS AT-A-GLANCE

Assignment	Due date	% of grade
1. Module 1 Discussion Board	09/10/20	5
2. Online Legal Research Quiz	09/17/20	10
3a. Module 3 Discussion Board	10/01/20	3
3b. Landmark Case Selection	10/01/20	2
4. Landmark Case Analysis Paper	10/15/20	30

5. Synchronous Participation in Mock IEP	In Class 10/15/20	5
6. Student Discipline Memo	10/29/20	5
7. Tort Liability Walkthrough	11/05/20	10
8. Written Response to 1 <sup>st</sup> Amendment Scenario	11/12/20	5
9. Synchronous Participation in 1 <sup>st</sup> Amendment Discussion Scenarios	In Class 11/19/20	5
10. Take-Home Final	12/17/20	20

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Stader, D.L. (2012). *Law and ethics in educational leadership* (2<sup>nd</sup> ed.). Boston, MA: Pearson.

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Wright, P.W.D., and Wright, P.D. (2016). *Special education legal developments and cases 2015*. Hartfield, VA: Harbor House Law Press, Inc.

## COURSE CALENDAR – TOPICS

*This course calendar may be changed to support student learning and at the discretion of the instructor.*

Class	Date	Topic(s)	Reading/Video
1	8/27 Asynchronous	Introduction to Online Modules  Why study school law?  Introduction to the Legal System	K&S Ch 1  Yesterday's Principal, Today's Legal Eagle supplemental reading  Intro to the Legal System Narrated Power Point video
2	9/10 Asynchronous	Online Legal Research	K&S Appendices B & C  Dayton supplemental reading  Searching for Cases and Codes Online video  Introduction to Westlaw video
3	9/17 Asynchronous	The 14 <sup>th</sup> Amendment  Brown v. Board of Education  Landmark Equity Cases & Historic Equity issues in Schools	Brown v. Board of Education supplemental Reading (with notes)  Equal Protection Video

4	10/01 Asynchronous	Emerging Equity Issues in Schools  School Desegregation School Finance as an Equity Issue	Equal Protection Power Point  Yin (2017) supplemental reading  Hannah-Jones (2016) supplemental reading & podcast
5	10/15 Synchronous 6-8pm	Special Education as an Equity Issue (IEPs, FAPE, LRE)  Mock IEP (Assignment 5)	K&S Ch 8 K&S Ch 9 pp. 374-380  Students with Disabilities Power Point
6	10/22 Asynchronous	Student Discipline as an Equity Issue (due process, search and seizure)	K&S Ch 9-10  OCDE Student Discipline Handbook supplemental reading  Student Discipline Power Point
7	10/29 Asynchronous	Tort Liability in Schools	K&S Ch 12  Tort Liability Narrated Power Point Video
8	11/05 Asynchronous	The 1 <sup>st</sup> Amendment Free Speech  Cyberbullying Online Activity & Reflection	K&S Ch 6  1 <sup>st</sup> Amendment Free Speech Video  1 <sup>st</sup> Amendment Free Speech Power Point & notes
9	11/19	The 1 <sup>st</sup> Amendment Free Speech	K&S Ch 7

Commented [EB6]: CAPE 3C (I)

Commented [EB7]: CAPE 3A (I)

	Synchronous 6-8pm	Freedom of Religion  1 <sup>st</sup> Amendment Scenarios (Assignment 9)	1 <sup>st</sup> Amendment Freedom of Religion Video
10	12/10 Synchronous 6-8pm	Discuss Take-Home Final (Assignment 10)  Miscellaneous Legal Issues in Education  Legal issues arising from COVID-19	Supplemental readings on BeachBoard TBD

**Assignment #4 Rubric  
Case Analysis Paper**

	Superior	Adequate	Needs Work
<b>Case Name, Citation and Court Level Hearing the Case</b>	Complete/accurate case name is used and court level is properly identified. Proper APA formatted citations are used in-text and in the reference list.	Case name is complete and accurate. Citation is complete but may be missing some aspects of APA. Some difficulty/confusion in accurately identifying court level.	Citation is incomplete and/or unclear. All or some elements missing & inaccurate. Not in APA format. Court level not mentioned.
2 points	2	1	0
<b>Basic Facts of the Case</b>	Basic narrative description of why parties are in court is clear, concise, and easily understood. Arguments each side uses in defense of its position are complete, logical and give an accurate and clear picture of the conflict leading to the litigation.	Basic narrative description of why parties are in court is presented. Arguments may not be quite as clear to understand, omits certain key details or includes excessive details that are distracting.	Description is brief and does not present the facts in a clear, comprehensible manner. Arguments missing or only one side presented.
5 points	5	4	3
<b>Ruling/Holding</b>	Holding clearly presented with the court's rationale for the decision. Clear and concise.	Holding clearly presented with no rationale.	Holding omitted or unclear
4 points	4	3	2
<b>Implications</b>	At least 2 implications for education are presented, each presented in thorough detail with rich description regarding the possible consequences of the ruling.	At least 1 implication for education is presented with an adequate description of the possible consequences. Not as detailed or thorough as the superior column.	Only 1 implication presented with minimal description.
7 points	7	6	5
<b>Applications</b>	Clear, detailed description of application & implementation steps. All elements of the prompt are addressed in detail. Plan presents what needs to be considered before implementation, during, and after. Contingency plans offered if implementation falters.	Implementation steps are presented in less detail than superior column. May omit 1-2 important considerations that could derail implementation.	Implementation steps are brief with little thought regarding what is truly needed to comply with the ruling.
7 points	7	6	5
<b>Graduate Level Writing</b>	Well organized, clear, concise, error free. Adheres to APA format throughout.	Organized and concise with few errors. Some errors in APA.	Disorganized, difficult to follow, many errors
5 points	5	4	3

**Assignment #10 Rubric  
Final**

	<b>Superior</b>	<b>Adequate</b>	<b>Needs Work</b>
<b>Legal Supports</b>	Course content is thoroughly covered by citing and discussing relevant laws and cases as applied to the facts of the hypothetical. Legal and policy arguments are sophisticated and well-reasoned, demonstrating a high level of critical thinking.	Course content is discussed, although not as thoroughly as the superior category. Some relevant laws and cases are discussed, and there are attempts to apply them to the facts of the hypothetical. There are some reasonable legal and policy arguments, although they are not as sophisticated and well-reasoned as the superior category.	Minimal course content is discussed. Few relevant laws or cases are discussed with minimal application to the facts of the hypothetical. There are some legal and policy arguments, although they are not as well reasoned as the adequate and superior categories.
8 points	7-8	6-4	3-0
<b>Leadership Applications</b>	Leadership applications demonstrate degree of foresight, critical analysis, creativity, and prudence required of a school administrator. All angles of all problems are thoughtfully and thoroughly considered.	Leadership applications are thoughtful but not as detailed or thorough as the superior column. Some aspects of some problems may not be fully analyzed like in the superior column.	An attempt is made to approach the problem like an administrator, but the discussion lacks requisite depth of analysis. Some angles of the problems presented are not discussed.
8 points	7-8	6-4	3-0
<b>Graduate Level Writing</b>	Well organized, clear, concise, error free	Organized and concise with few errors	Disorganized, difficult to follow, several errors
4 points	4	3-2	1-0

**Total: /20 points**