# 6-Module New-Course Template

*Instructions: Please enter information in each red field throughout this form.*

*If the information requested is not applicable, please enter “n/a.”*

Today’s date: March 13, 2019

Course developer: Dr. HeidiLinn Smith

Session length: 12 week

Session: Spring 2019

Session year: 2019

Person filling out this form   
(if different from Course Developer):

Reason for changes in course: New course in the revised EDD program  
(If reason(s) are quantitative add the metric and score so that we will be able to compare to post changes score. See example below.)

Person to contact if we have questions: Dr. Heidi Linn Smith

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**Example:**

Today’s date: 5/10/20XX

College: CHHS

Department: HLS

Course number: HLS101

Course developer: Dr. Mickey Shachar

Reason for changes in course: The ABC123 persistence score was 60% in FY17. Trying to improve persistence rate; results of 2017 academic program review (APR)  
(If reason(s) are quantitative add the metric and score so that we will be able to compare to post changes’ score. Example: the ABC123 persistence score was 60% in FY17.)

First session new version of course will be offered: August 12, 20XX, Fastrac.

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# Syllabus

### Course Name and Credit Information

**Course number:** EDD 633

**Course name:** Law and Policy in Education

**Credit Hours:** 4

**Attach completed** [**Credit Hour Analysis**](https://tridentu.sharepoint.com/:x:/s/CourseDevelopment/EZ5sobzL9TZIiPOi5949vPgBRni6WjRWBZJia8P43ZzM9g?e=EQgbvS)**- refer to** [**Credit Hour Policy**](https://tridentu.sharepoint.com/:b:/s/CourseDevelopment/EV1FGXprW_9DhfF19ic7WU0BkV8BvyGflqb8Zd5gMilM4w?e=YlXO5k) **for details:**

*Continue to next page*

### Course Description

*Choose one:*

Use catalog version of course description.

*OR*

Course description:

This course explores key issues in education law and education policy. Students will research and evaluate legislative enactments, legislative cases, and current and proposed educational policies that impact the professional practice of education leaders in the United States.

*Note: Any course description changes* ***must*** *be approved by the Curriculum Committee* ***and*** *also* ***must*** *match the content in the Catalog.*

*Continue to next page*

### Significance of the Course within the Program

The Ed.D. Program outcomes are listed in Trident’s catalog at <http://www.trident.edu/university-catalog-student-hand-book>.

This course will either implicitly or explicitly address the following program outcomes:

PLO 4. Select appropriate legal policy to lead equitable and ethical practices within educational organizations.

*(Outcomes should match those in the Catalog for this program.)*

*Continue to next page*

### Course Overview

This course introduces students to educational law and provides a foundation of legal knowledge necessary to successfully lead educational organization. Students will be asked to reflect on the historical impact of educational law on issues of equity, campus and study safety, personnel, and collective bargaining. Students will reflect on their role as an educational leader and discuss and apply law to their current work environment.

*Note: The Course Overview cannot be the same as the Course Description. It should give a more specific and/or thorough description of what the course entails.*

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### Learning Outcomes

Upon successful completion of this course, the student will be able to satisfy the following outcomes:

* Module 1
  + Examine the intersection between law and education
  + Analyze how educational law impacts the day-to-day practice of an educator or educational leader
* Module 2
  + Analyze key legal cases related to equal protection in education
  + Discuss the scope and content of an issue of equity or access in education
* Module 3
  + Evaluate the intersection of educational law, policy, and leadership on students with disability
  + Propose a policy reform to address an issue of equity or access in education
* Module 4

* + Analyze the intersection of tort liability and *in loco parentis* with school/campus safety
  + Develop policy recommendations to address an issue of equity or access in education
* Module 5
  + [Enter no more than two outcomes.]Analyze the interaction of law with dismissal, discipline, collective bargaining, and due process
  + Reflect on how the development of a policy brief will inform your practice as an educational leader
* Module 6
  + Reflect upon and integrate course concepts.
  + [Enter no more than two outcomes.]

*Continue to next page*

### Course Requirements

*TurnItIn setup:*

*Does this course need a Practice Dropbox?*

No

*Which module dropboxes use TurnItIn? (Click all that apply.)*

Module 1 Case  Module 1 SLP

Module 2 Case  Module 2 SLP

Module 3 Case  Module 3 SLP

Module 4 Case  Module 4 SLP

Module 5 Case  Module 5 SLP

*or*

All Case and SLP assignments in the course

*Continue to next page*

### Course Materials and Bibliography

[Add general instructions or resources here (if any).]

### Module 1

*Readings will be copied by the editors from the Background pages.*

### Module 2

*Readings will be copied by the editors from the Background pages.*

### Module 3

*Readings will be copied by the editors from the Background pages.*

### Module 4

*Readings will be copied by the editors from the Background pages.*

### Module 5

*Readings will be copied by the editors from the Background pages.*

*Continue to next page*

# Presentations/Additional Files

*If you have any additional files for the course, please list them here.*

*Please provide file names and the modules they appear in (e.g., Exploring the Mysteries of Math, M2 Case):*

[Add list here.]

*(Note: Please email all additional files to the editors’ distribution list—****DL-Academic Editors****—after you send the e-ticket for this course.)*

*Continue to next page*

# External Tools/Software

*Does this course use external tools or software that run “outside” the TLC system? (For example, Pearson interactive software.)*

Yes  No

***If no, continue to next page.***

*If yes, have the tools/software been tested for compatibility with both Windows and MAC operating systems?*

Yes  No

*For assignments that are incompatible with either Windows or MAC, please provide alternate assignment(s) or instructions here:*

[Add assignments/instructions here.]

*Continue to next page*

# Forum: Introductions and Other Course Info & Discussions

*Note: These two discussions are mandatory for every course and will appear as below. If you wish to change the text in either of these discussions, please enter alternative text below:*

**Introduce Yourself**

Please take a few minutes to introduce yourself to your classmates and instructor.

[Add alternative text (if any) for **Introduce Yourself**.]

**Cyber Café**

This Discussion topic provides a space for you to converse and discuss any topics of interest with your classmates.

[Add alternative text (if any) for **Cyber Café**].

**Additional Discussions**

*If you have additional discussions for this forum please enter them below. Otherwise, leave the boxes blank.*

[Discussion title.]

[Discussion text.]

[Discussion title.]

[Discussion text.]

# Module Titles

Module 1: Education, Law, and Policy

Module 2: Equity and Access Part 1

Module 3: Equity and Access Part 2

Module 4: Campus and Student Safety

Module 5: Human Resources and Collective Bargaining

Module 6: Reflection

*Continue to next page*

# Module 1

## Module 1 - Home

### Modular Learning Outcomes

Upon successful completion of this module, the student will be able to satisfy the following outcomes:

* Case
  + Examine the intersection between law and education
  + Analyze how educational law impacts the day-to-day practice of an educator or educational leader
* SLP
  + Propose an education policy that addresses an issue of equity or access in education
* Discussion
  + Discuss how educators and educational leaders stay up-to-date on current education law and policy

### Module Overview

Module 1 will introduce you to the overall structure of the American legal system, including the U.S. Constitution, U.S. courts, U.S. legislature, and state legal systems. You will read about how case law and statutes interact to form the legal landscape for the United States. Above all else, you will learn how education often becomes involved in legislation and cases within the United States. This module serves as background information for building your legal awareness as an educational leader and is a first step in developing a sense of legal issues and potential liabilities facing your educational institution.

*Continue to next page*

## Module 1 - Background

[Insert text (if any) for Background page here.]

### Required Reading

Chapter 1: Introduction (p. 1 – 8)

Palestini, R. H., & Palestini, K. F. (2012). *Law and American Education: A Case Brief Approach* (Vol. 3rd ed). Lanham, Md: R&L Education.

Chapter 7: Higher Education Rulemaking Context (p. 111 – 129)

Natow, R. S. (2017). *Higher Education Rulemaking: The Politics of Creating Regulatory Policy*. Baltimore: Johns Hopkins University Press.

U.S. Department of Education. Every Student Succeeds Act. Retrieved from <https://www.ed.gov/essa?src=policy>

U.S. Department of Education. Higher Education Opportunity Act. Retrieved from <https://www2.ed.gov/policy/highered/leg/hea08/index.html>

### Optional Reading

[Place optional reading entries here.]

*Continue to next page*

## Module 1 - Case

### Assignment Overview

[Assignment Overview is optional. Place text (if any) here.]

### Case Assignment

Your learning objectives:

* Explain the intersection of law and education
* Discuss how educational law and policy impacts your day-to-day work in education
* Evaluate the leadership challenges to the implementation of changes in educational law

Read:

Chapter 1: Introduction (p. 1 – 8)

Palestini, R. H., & Palestini, K. F. (2012). *Law and American Education: A Case Brief Approach* (Vol. 3rd ed). Lanham, Md: R&L Education.

Chapter 7: Higher Education Rulemaking Context (p. 111 – 129)

Natow, R. S. (2017). *Higher Education Rulemaking: The Politics of Creating Regulatory Policy*. Baltimore: Johns Hopkins University Press.

U.S. Department of Education. Every Student Succeeds Act. Retrieved from <https://www.ed.gov/essa?src=policy>

U.S. Department of Education. Higher Education Opportunity Act. Retrieved from <https://www2.ed.gov/policy/highered/leg/hea08/index.html>

Use the readings to write a 3- to 5-page paper that includes the following components:

1. Discuss the intersection between law and education in the United States
2. Explain how the following impacts your day-to-day practice:
   1. PK-12 Concentration students: Every Student Succeeds Act (ESSA)
   2. Higher Education Concentration students: Higher Education Opportunity Act
3. What school site, district or campus-based protocols or administrative leadership are required to comply with the policy?
   1. Why is this important? Explain.
4. How does your own knowledge of the educational law impact your day-to-day practice?
5. What are the challenges to effective implementation (write from a leadership perspective) of law or policy?

### Assignment Expectations

Your paper will be assessed on the following criteria:

Assignment-driven criteria: Demonstrates mastery covering all key elements of the assignment in a substantive way.

Critical thinking/Application to professional practice: Demonstrates mastery conceptualizing the problem and viewpoints. Assumptions of experts are analyzed, synthesized, and evaluated thoroughly. Conclusions are logically presented and applied to professional practice.

Scholarly writing: Demonstrates mastery and proficiency in scholarly written communication to an appropriately specialized audience.

Quality of references and organization: Demonstrates mastery using relevant and quality sources and uses appropriate, relevant, and compelling content to support ideas, and convey understanding of the topic and shape the work.

Citing sources: Demonstrates mastery using in-text citations or sources and properly uses APA format including a full reference list.

Timeliness/Professionalism: Demonstrates excellence in taking responsibility for learning; adhering to the course requirement policies and expectations. Assignment submitted on time or collaborated with professor for an approved extension on due date.

*Continue to next page*

## Module 1 - SLP

The goal of the Session Long Project (SLP) is to develop a policy brief. You will conduct your own research to develop a policy brief that impacts the field of education and compose a specific section of the policy brief for each SLP assignment. This assignment will require a significant amount of time dedicated to locating references and research related to the topic of the policy brief. The components are outlined below:

**SLP 1: Title and Executive Summary**

SLP 2: Context of Scope of Problem

SLP 3: Policy Alternatives

SLP 4: Policy Recommendations

SLP 5: Reflection

You may find online resources about how to write a policy brief that encourages a shorter page length or different format. The assignment for this course is intended to enhance your ability to conduct research and propose a policy action and you will be asked to write a longer brief (4 pages total excluding the reference page).

Sample policy briefs can be viewed here on the National Education Policy Center at <https://nepc.colorado.edu/publications/policy-briefs>

Websites that may assist you in identifying an issue:

National Conference of State Legislators: <http://www.ncsl.org/research/education.aspx>

Education Commission of the States: <https://www.ecs.org/state-education-policy-watch-list/>

Compose a 1-page paper the included the following components of the policy brief:

* Title: A strong title that communicates the contents of the brief.
* Executive Summary: Include an overview of the problem, identify the audience for your policy, who will benefit from a policy change, and the initial proposed policy action (1 page)

### SLP Assignment Expectations

Your paper will be assessed on the following criteria:

Assignment-driven criteria: Demonstrates mastery covering all key elements of the assignment in a substantive way.

Critical thinking/Application to professional practice: Demonstrates mastery conceptualizing the problem and viewpoints. Assumptions of experts are analyzed, synthesized, and evaluated thoroughly. Conclusions are logically presented and applied to professional practice.

Scholarly writing: Demonstrates mastery and proficiency in scholarly written communication to an appropriately specialized audience.

Quality of references and organization: Demonstrates mastery using relevant and quality sources and uses appropriate, relevant, and compelling content to support ideas, and convey understanding of the topic and shape the work.

Citing sources: Demonstrates mastery using in-text citations or sources and properly uses APA format including a full reference list.

Timeliness/Professionalism: Demonstrates excellence in taking responsibility for learning; adhering to the course requirement policies and expectations. Assignment submitted on time or collaborated with professor for an approved extension on due date.

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## Module 1 Discussion

Discussion 1 title: Education Law and Policy Knowledge

Discussion 1 text: Discuss how you learn about changes in education law and policy. What resources are important to you and why? How does this enhance your professional practice and work as an educational leader? Respond to at least 3 classmates.

*If this module has a second discussion, use the boxes below:*

Additional Discussion 1 title: [Enter Discussion title.]

Additional Discussion 1 text: [Enter Discussion text.]

*Continue to next page*

# Module 2

## Module 2 - Home

### Modular Learning Outcomes

Upon successful completion of this module, the student will be able to satisfy the following outcomes:

* Case
  + Analyze key legal cases related to equal protection in education
* SLP
  + Discuss the scope and content of an issue of equity or access in education
* Discussion
  + Discuss an example of an equal protection challenge in education

### Module Overview

Module 2 will introduce you to the 14th Amendment to the U.S. Constitution and its application to the field of education. Students’ rights and issues of equity in education are a central focus of this module as you study landmark courts cases and critical education statutes. This module should help develop your awareness of some of the history of equal protection as applied to schools while developing your sense of protecting the rights of all students.

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## Module 2 - Background

[Insert text (if any) for Background page here.]

### Required Reading

Brown v. Board (p. 86-87)

Title IX (p. 800-802)

Ainsworth, J. (2013). *Sociology of Education: An A-to-Z Guide*. Thousand Oaks, California: SAGE Publications, Inc.

Chapter 1: Barriers to Desegregation (p. 15 – 35)

Hockett, J. D. (2013). *A Storm Over This Court: Law, Politics, and Supreme Court Decision Making in Brown V. Board of Education*. Charlottesville, VA: University of Virginia Press.

U.S. Department of Education. Education and Title IX (of the Civil Rights Act of 1964). Retrieved from <http://www2.ed.gov/about/offices/list/ocr/docs/hq43e4.html>.

Bilingual Education (p. 96-100)

Lau v. Nichols (p. 510 -512)

School Finance (p. 789-794)

Serrano v. Priest (p. 812-813)

Hunt, T. C. (2010). *Encyclopedia of Educational Reform and Dissent*. Thousand Oaks, CA: SAGE Publications, Inc.

### Optional Reading

[Place optional reading entries here.]

*Continue to next page*

## Module 2 - Case

### Assignment Overview

[Assignment Overview is optional. Place text (if any) here.]

### Case Assignment

Your learning objectives:

* Discuss the role of the 14th amendment in education
* Analyze key legal cases that impact equal protection in education
* Reflect on how equal protection influences your day-to-day work

Read:

Brown v. Board (p. 86-87)

Title IX (p. 800-802)

Ainsworth, J. (2013). *Sociology of Education: An A-to-Z Guide*. Thousand Oaks, California: SAGE Publications, Inc.

Chapter 1: Barriers to Desegregation (p. 15 – 35)

Hockett, J. D. (2013). *A Storm Over This Court: Law, Politics, and Supreme Court Decision Making in Brown V. Board of Education*. Charlottesville, VA: University of Virginia Press.

U.S. Department of Education. Education and Title IX (of the Civil Rights Act of 1964). Retrieved from <http://www2.ed.gov/about/offices/list/ocr/docs/hq43e4.html>.

Bilingual Education (p. 96-100)

Lau v. Nichols (p. 510 -512)

School Finance (p. 789-794)

Serrano v. Priest (p. 812-813)

Hunt, T. C. (2010). *Encyclopedia of Educational Reform and Dissent*. Thousand Oaks, CA: SAGE Publications, Inc.

Use the readings to write a 3- to 5-page paper that includes the following components:

1. How have court decisions shaped the law regarding equal protection of students in schools?
   1. Discuss at least three cases or laws from the reading list as you answer this question.
2. Briefly discuss how one of the cases has directly impacted your work as an educator or educational leader.

### Assignment Expectations

This assignment is designated as a Signature Assignment to assess the Institutional Learning Outcome (7):

* Function with integrity and make ethical decision in their workplaces and fields of study
* The rubric for this assignment is modified to accommodate the assessment of ILO 7.

**Ethical Self-Awareness - Understanding Different Ethical Perspectives/Concepts**: Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.

**Different Perspectives - Understanding Different Ethical Perspectives/Concepts:** Student can state the many possibilities in difference of beliefs and work to include all understandings.

**Ethical Issue Recognition:**Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.

**Application of Ethical Perspectives/Concepts:** Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.

**Evaluation of Different Ethical Perspectives/Concepts:** Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.

**Professionalism/Timeliness:** Demonstrates excellence in taking responsibility for learning; adhering to course requirement policies and expectations. Assignment submitted on time or collaborated with professor for an approved extension on due date.

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## Module 2 - SLP

The goal of the Session Long Project (SLP) is to develop a policy brief. You will conduct your own research to develop a policy brief that impacts the field of education and compose a specific section of the policy brief for each SLP assignment. This assignment will require a significant amount of time dedicated to locating references and research related to the topic of the policy brief. The components are outlined below:

SLP 1: Title and Executive Summary

**SLP 2: Context of Scope of Problem**

SLP 3: Policy Alternatives

SLP 4: Policy Recommendations

SLP 5: Reflection

You may find online resources about how to write a policy brief that encourages a shorter page length or different format. The assignment for this course is intended to enhance your ability to conduct research and propose a policy action and you will be asked to write a longer brief (4 pages total excluding the reference page).

Sample policy briefs can be viewed here on the National Education Policy Center at <https://nepc.colorado.edu/publications/policy-briefs>

Websites that may assist you in identifying an issue:

National Conference of State Legislators: <http://www.ncsl.org/research/education.aspx>

Education Commission of the States: <https://www.ecs.org/state-education-policy-watch-list/>

Incorporate any feedback from your instructor on SLP 1 and compose a 2-page paper the included the following components of the policy brief:

* Title: A strong title that communicates the contents of the brief.
* Executive Summary: Include an overview of the problem, identify the audience for your policy, who will benefit from a policy change, and the initial proposed policy action (1 page)
* Context or Scope of Problem: This section communicates the importance of the problem and aims to convince the reader of the necessity of policy action (1 page)

### SLP Assignment Expectations

Your paper will be assessed on the following criteria:

Assignment-driven criteria: Demonstrates mastery covering all key elements of the assignment in a substantive way.

Critical thinking/Application to professional practice: Demonstrates mastery conceptualizing the problem and viewpoints. Assumptions of experts are analyzed, synthesized, and evaluated thoroughly. Conclusions are logically presented and applied to professional practice.

Scholarly writing: Demonstrates mastery and proficiency in scholarly written communication to an appropriately specialized audience.

Quality of references and organization: Demonstrates mastery using relevant and quality sources and uses appropriate, relevant, and compelling content to support ideas, and convey understanding of the topic and shape the work.

Citing sources: Demonstrates mastery using in-text citations or sources and properly uses APA format including a full reference list.

Timeliness/Professionalism: Demonstrates excellence in taking responsibility for learning; adhering to the course requirement policies and expectations. Assignment submitted on time or collaborated with professor for an approved extension on due date.

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## Module 2 Discussion

Discussion 2 title: Equal Protection Issue

Discussion 2 text: Discuss an example of how equal protection has been challenged within your school, district, or campus. What leadership steps were taken to resolve the situation? If a resolution was reached, how did this impact policy or protocol? Respond to at least 3 classmates.

*If this module has a second discussion, use the boxes below:*

Additional Discussion 2 title: [Enter Discussion title.]

Additional Discussion 2 text: [Enter Discussion text.]

*Continue to next page*

# Module 3

## Module 3 - Home

### Modular Learning Outcomes

Upon successful completion of this module, the student will be able to satisfy the following outcomes:

* Case
  + Evaluate the intersection of educational law, policy, and leadership on students with disability
* SLP
  + Propose a policy reform to address an issue of equity or access in education
* Discussion
  + Discuss the leadership challenges in providing adequate support for students with disabilities

### Module Overview

Module 3 will reinforce the application of the 14th Amendment to the U.S. Constitution to the field of education as it relates to students with disabilities. This module should help develop your awareness of how schools and campuses address the needs of students with disabilities.

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## Module 3 - Background

[Insert text (if any) for Background page here.]

### Required Reading

All students read:

Chapter 12: Inclusion in K-12 and Higher Education (p. 294-306) in:

Kanter, A. S., & Ferri, B. A. (2013). *Righting Educational Wrongs: Disability Studies in Law and Education* (Vol. First edition). Syracuse, New York: Syracuse University Press.

U.S. Department of Education, Disability Discrimination Frequently Asked Questions. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/frontpage/faq/disability.html>

PK12 Leadership students read:

Chapter 7: Are School Boards Adequately Meeting the IDEA’s Requirement of Providing a Free Appropriate Public Education for all Students with Disabilities? (p. 108-126) in:

Russo, C. J. (2012). *School Law*. Thousand Oaks, Calif: SAGE Publications, Inc.

Higher Education Leadership students read:

Chapter 2: Higher Education and Disability: Education Needs a Coordinated Approach to Improve its

Assistance to Schools in Supporting Students (p. 55-90) in:  
Guthrie, L. E. (2014). *Postsecondary Students with Disabilities: Assessments of Federal Support and Transition Assistance*. Hauppauge, New York: Nova Science Publishers, Inc.

### Optional Reading

[Place required reading entries here.]

*Continue to next page*

## Module 3 - Case

### Assignment Overview

[Assignment Overview is optional. Place text (if any) here.]

### Case Assignment

Your learning objectives:

* Analyze the role of leadership in providing adequate resources for students with disabilities
* Examine the impact of school or campus support systems on access for students with disabilities

Read:

All students read:

Chapter 12: Inclusion in K-12 and Higher Education (p. 294-306) in:

Kanter, A. S., & Ferri, B. A. (2013). *Righting Educational Wrongs: Disability Studies in Law and Education* (Vol. First edition). Syracuse, New York: Syracuse University Press.

U.S. Department of Education, Disability Discrimination Frequently Asked Questions. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/frontpage/faq/disability.html>

PK12 Leadership students read:

Chapter 7: Are School Boards Adequately Meeting the IDEA’s Requirement of Providing a Free Appropriate Public Education for all Students with Disabilities? (p. 108-126) in:

Russo, C. J. (2012). *School Law*. Thousand Oaks, Calif: SAGE Publications, Inc.

Higher Education Leadership students read:

Chapter 2: Higher Education and Disability: Education Needs a Coordinated Approach to Improve its

Assistance to Schools in Supporting Students (p. 55-90) in:  
Guthrie, L. E. (2014). *Postsecondary Students with Disabilities: Assessments of Federal Support and Transition Assistance*. Hauppauge, New York: Nova Science Publishers, Inc.

Use the readings to write a 3- to 5-page paper that includes the following components:

1. How does educational law and policy impact resources to support students with disabilities?
   1. What is required from leadership to ensure that students with disabilities have access to education?
   2. What protocols or services are in place at your work site that demonstrate how your site complies with educational law and policy?
2. Discuss a leadership challenges that may impact adequate resources for students with disabilities
   1. Why is it important to address these challenges?

### Assignment Expectations

Your paper will be assessed on the following criteria:

Assignment-driven criteria: Demonstrates mastery covering all key elements of the assignment in a substantive way.

Critical thinking/Application to professional practice: Demonstrates mastery conceptualizing the problem and viewpoints. Assumptions of experts are analyzed, synthesized, and evaluated thoroughly. Conclusions are logically presented and applied to professional practice.

Scholarly writing: Demonstrates mastery and proficiency in scholarly written communication to an appropriately specialized audience.

Quality of references and organization: Demonstrates mastery using relevant and quality sources and uses appropriate, relevant, and compelling content to support ideas, and convey understanding of the topic and shape the work.

Citing sources: Demonstrates mastery using in-text citations or sources and properly uses APA format including a full reference list.

Timeliness/Professionalism: Demonstrates excellence in taking responsibility for learning; adhering to the course requirement policies and expectations. Assignment submitted on time or collaborated with professor for an approved extension on due date.

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## Module 3 - SLP

The goal of the Session Long Project (SLP) is to develop a policy brief. You will conduct your own research to develop a policy brief that impacts the field of education and compose a specific section of the policy brief for each SLP assignment. This assignment will require a significant amount of time dedicated to locating references and research related to the topic of the policy brief. The components are outlined below:

SLP 1: Title and Executive Summary

SLP 2: Context of Scope of Problem

**SLP 3: Policy Alternatives**

SLP 4: Policy Recommendations

SLP 5: Reflection

You may find online resources about how to write a policy brief that encourages a shorter page length or different format. The assignment for this course is intended to enhance your ability to conduct research and propose a policy action and you will be asked to write a longer brief (4 pages total excluding the reference page).

Sample policy briefs can be viewed here on the National Education Policy Center at <https://nepc.colorado.edu/publications/policy-briefs>

Incorporate any feedback from your instructor on SLP 2 and compose a 3-page paper the included the following components of the policy brief:

* Title: A strong title that communicates the contents of the brief.
* Executive Summary: Include an overview of the problem, identify the audience for your policy, who will benefit from a policy change, and the initial proposed policy action (1 page)
* Context or Scope of Problem: This section communicates the importance of the problem and aims to convince the reader of the necessity of policy action (1 page)
* Policy Alternatives: This section discusses the current policy approach and explains proposed options. It should be fair, accurate, and supported by research. Your goal is to convince the reader why the policy action proposed in the brief is the most desirable (1 page)

### SLP Assignment Expectations

Your paper will be assessed on the following criteria:

Assignment-driven criteria: Demonstrates mastery covering all key elements of the assignment in a substantive way.

Critical thinking/Application to professional practice: Demonstrates mastery conceptualizing the problem and viewpoints. Assumptions of experts are analyzed, synthesized, and evaluated thoroughly. Conclusions are logically presented and applied to professional practice.

Scholarly writing: Demonstrates mastery and proficiency in scholarly written communication to an appropriately specialized audience.

Quality of references and organization: Demonstrates mastery using relevant and quality sources and uses appropriate, relevant, and compelling content to support ideas, and convey understanding of the topic and shape the work.

Citing sources: Demonstrates mastery using in-text citations or sources and properly uses APA format including a full reference list.

Timeliness/Professionalism: Demonstrates excellence in taking responsibility for learning; adhering to the course requirement policies and expectations. Assignment submitted on time or collaborated with professor for an approved extension on due date.

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## Module 3 Discussion

Discussion 3 title: Legal Cases that Address Disability Discrimination

Discussion 3 text: Identify a case when a school, district, or campus did not adequately meet the needs of a student with a disability. Discuss how the results of the case impact your day-to-day work as an educator or educational leader. Respond to at least 3 classmates. Use the following resources to identify a case: U.S. Department of Education. Disability Discrimination Case Resolution. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/frontpage/caseresolutions/disability-cr.html>

*If this module has a second discussion, use the boxes below:*

Additional Discussion 3 title: [Enter Discussion title.]

Additional Discussion 3 text: [Enter Discussion text.]

*Continue to next page*

# Module 4

## Module 4 - Home

### Modular Learning Outcomes

Upon successful completion of this module, the student will be able to satisfy the following outcomes:

* Case
  + Analyze the intersection of tort liability and *in loco parentis* with school/campus safety
* SLP
  + Develop policy recommendations to address an issue of equity or access in education
* Discussion
  + Identify and discuss a key issue related to student and campus safety

### Module Overview

Module 4 will introduce you to the legal principles surrounding the area of student and campus safety, including tort liability and “in loco parentis.” This module should help develop your awareness of some of potential areas of liability on your campus and your legal responsibilities related to protecting students and others on your campus from harm.

*Continue to next page*

## Module 4 - Background

[Insert text (if any) for Background page here.]

### Required Reading

All students read:

Dougherty, J. W. (2004). Torts and liability: An educator's short guide. *Phi Delta Kappa Fastbacks*, (527), 3-45.

In loco parentis (p. 462-464) in:

Russo, C. J. (2008). *Encyclopedia of Education Law*. Thousand Oaks, Calif: SAGE Publications, Inc.

PK12 Leadership students read:

Part 1 The School Environment – 1. School Safety (p. 3-39)

Bosher, W. C., Kaminski, K. R., & Vacca, R. S. (2004). *The School Law Handbook: What Every Leader Needs to Know*. Alexandria, VA: ASCD.

Read p. 101-140 in:

Federal Commission on School Safety. (2018, December 18). Final Report of the Federal Commission on School Safety. Retrieved from https://www2.ed.gov/documents/school-safety/school-safety-report.pdf

Higher Education Leadership students read:

The Complexity of Maintaining a Safe Campus in Higher Education (p. 3 – 14)

Terrell, M. C., & Jackson, J. F. L. (2007). *Creating and Maintaining Safe College Campuses: A Sourcebook for Evaluating and Enhancing Safety Programs* (Vol. 1st ed). Sterling, VA: Stylus Publishing.

Chapter 2: The Jeanne Clery Act: A Summary of the Law and its Evolution in Higher Education (p. 33-44)

Sloan, J. J., & Fisher, B. (2013). *Campus Crime: Legal, Social, and Policy Perspectives* (Vol. 3rd ed). Springfield, Ill: Charles C Thomas.

### Optional Reading

[Place optional reading entries here.]

*Continue to next page*

## Module 4 - Case

### Assignment Overview

[Assignment Overview is optional. Place text (if any) here.]

### Case Assignment

**Case 4**

Your learning objectives:

* Discuss how tort liability informs student and campus safety practices
* Discuss how *in loco parentis* informs student and campus safety practices
* Examine a policy related to student and campus safety and how it is applied at your work site

Read:

All students read:

Dougherty, J. W. (2004). Torts and liability: An educator's short guide. *Phi Delta Kappa Fastbacks*, (527), 3-45.

In loco parentis (p. 462-464) in:

Russo, C. J. (2008). *Encyclopedia of Education Law*. Thousand Oaks, Calif: SAGE Publications, Inc.

PK12 Leadership students read:

Part 1 The School Environment – 1. School Safety (p. 3-39)

Bosher, W. C., Kaminski, K. R., & Vacca, R. S. (2004). *The School Law Handbook: What Every Leader Needs to Know*. Alexandria, VA: ASCD.

Read p. 101-140 in:

Federal Commission on School Safety. (2018, December 18). Final Report of the Federal Commission on School Safety. Retrieved from https://www2.ed.gov/documents/school-safety/school-safety-report.pdf

Higher Education Leadership students read:

The Complexity of Maintaining a Safe Campus in Higher Education (p. 3 – 14)

Terrell, M. C., & Jackson, J. F. L. (2007). *Creating and Maintaining Safe College Campuses: A Sourcebook for Evaluating and Enhancing Safety Programs* (Vol. 1st ed). Sterling, VA: Stylus Publishing.

Chapter 2: The Jeanne Clery Act: A Summary of the Law and its Evolution in Higher Education

Sloan, J. J., & Fisher, B. (2013). *Campus Crime: Legal, Social, and Policy Perspectives* (Vol. 3rd ed). Springfield, Ill: Charles C Thomas.

Use the readings to write a 3- to 5-page paper that includes the following components:

1. Discuss the intersection between tort liability, *in loco parentis*, and student/campus safety
2. Explain how the following impacts your day-to-day practice:
   1. PK-12 Concentration students: Federal Commission on School Safety
   2. Higher Education Concentration students: Jeanne Clery Act
3. What school site, district or campus-based protocols or administrative leadership are required to comply with the policy or recommendations?
   1. Why is this important? Explain.
4. How does your own knowledge of the educational law impact your day-to-day practice?
5. What are the challenges to effective implementation (write from a leadership perspective) of law or policy?

### Assignment Expectations

Your paper will be assessed on the following criteria:

Assignment-driven criteria: Demonstrates mastery covering all key elements of the assignment in a substantive way.

Critical thinking/Application to professional practice: Demonstrates mastery conceptualizing the problem and viewpoints. Assumptions of experts are analyzed, synthesized, and evaluated thoroughly. Conclusions are logically presented and applied to professional practice.

Scholarly writing: Demonstrates mastery and proficiency in scholarly written communication to an appropriately specialized audience.

Quality of references and organization: Demonstrates mastery using relevant and quality sources and uses appropriate, relevant, and compelling content to support ideas, and convey understanding of the topic and shape the work.

Citing sources: Demonstrates mastery using in-text citations or sources and properly uses APA format including a full reference list.

Timeliness/Professionalism: Demonstrates excellence in taking responsibility for learning; adhering to the course requirement policies and expectations. Assignment submitted on time or collaborated with professor for an approved extension on due date.

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## Module 4 - SLP

The goal of the Session Long Project (SLP) is to develop a policy brief. You will conduct your own research to develop a policy brief that impacts the field of education and compose a specific section of the policy brief for each SLP assignment. This assignment will require a significant amount of time dedicated to locating references and research related to the topic of the policy brief. The components are outlined below:

SLP 1: Title and Executive Summary

SLP 2: Context of Scope of Problem

SLP 3: Policy Alternatives

**SLP 4: Policy Recommendations**

SLP 5: Reflection

You may find online resources about how to write a policy brief that encourages a shorter page length or different format. The assignment for this course is intended to enhance your ability to conduct research and propose a policy action and you will be asked to write a longer brief (4 pages total excluding the reference page).

Sample policy briefs can be viewed here on the National Education Policy Center at <https://nepc.colorado.edu/publications/policy-briefs>

Incorporate any feedback from your instructor on SLP 3 and compose a 4-page paper the included the following components of the policy brief:

* Title: A strong title that communicates the contents of the brief.
* Executive Summary: Include an overview of the problem, identify the audience for your policy, who will benefit from a policy change, and the initial proposed policy action (1 page)
* Context or Scope of Problem: This section communicates the importance of the problem and aims to convince the reader of the necessity of policy action (1 page)
* Policy Alternatives: This section discusses the current policy approach and explains proposed options. It should be fair, accurate, and supported by research. Your goal is to convince the reader why the policy action proposed in the brief is the most desirable (1 page)
* Policy Recommendations: This section contains the most detailed explanation of the concrete steps to be taken to address the policy issue (1 page)
* Reference List: These should be reliable sources that you have used throughout your brief to guide your policy discussion and recommendations.

### SLP Assignment Expectations

Your paper will be assessed on the following criteria:

Assignment-driven criteria: Demonstrates mastery covering all key elements of the assignment in a substantive way.

Critical thinking/Application to professional practice: Demonstrates mastery conceptualizing the problem and viewpoints. Assumptions of experts are analyzed, synthesized, and evaluated thoroughly. Conclusions are logically presented and applied to professional practice.

Scholarly writing: Demonstrates mastery and proficiency in scholarly written communication to an appropriately specialized audience.

Quality of references and organization: Demonstrates mastery using relevant and quality sources and uses appropriate, relevant, and compelling content to support ideas, and convey understanding of the topic and shape the work.

Citing sources: Demonstrates mastery using in-text citations or sources and properly uses APA format including a full reference list.

Timeliness/Professionalism: Demonstrates excellence in taking responsibility for learning; adhering to the course requirement policies and expectations. Assignment submitted on time or collaborated with professor for an approved extension on due date.

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## Module 4 Discussion

Discussion 4 title: Campus/Student Safety

Discussion 4 text: Campus/student safety is one of the areas of education law that is most often in the news. Find a current (within the past three years) news article that deals with an issue of student or campus safety. Write a summary of the issue, relevant laws/cases/policies, how it was handled by educational leaders (if this information is available), and how you would have handled the situation to avoid liability. (PK-12 please select a PK-12 article, and Higher Ed please select a Higher Ed article.) Respond to at least 3 classmates.

*If this module has a second discussion, use the boxes below:*

Additional Discussion 4 title: [Enter Discussion title.]

Additional Discussion 4 text: [Enter Discussion text.]

*Continue to next page*

# Module 5

## Module 5 - Home

### Modular Learning Outcomes

Upon successful completion of this module, the student will be able to satisfy the following outcomes:

* Case
  + Analyze the interaction of law with dismissal, discipline, collective bargaining, and due process
* SLP
  + Reflect on how the development of a policy brief will inform your practice as an educational leader
* Discussion
  + Discuss an issue related to personnel management in the field of educational leadership

### Module Overview

Module 5 will introduce you to the personnel issues facing educational leaders including the laws and cases related to dismissal, discipline, support, and collective bargaining. This module should help develop a sense of how to lead employees while staying within the boundaries of the law.

*Continue to next page*

## Module 5 - Background

[Insert text (if any) for Background page here.]

### Required Reading

**PK12 Leadership students:**

Chapter 14: Do Teachers have Adequate Rights when they are Subject to Termination of Employment? (p. 228-243)

Chapter 15: Do Teacher Unions and Collective Bargaining Improve the Terms and Conditions of Teacher Employment? (p. 244-260)

Russo, C. J. (2012). *School Law*. Thousand Oaks, Calif: SAGE Publications, Inc.

**Higher Education Leadership students:**

Collective Bargaining (p. 95-98)

Disciplinary Sanctions and Due Process (p. 124-128)

Due Process Rights in Faculty and Staff Dismissals (p. 138-141)

Lehnert v. Ferris Faculty Association (p. 289-296)

National Labor Relations Board v. Yeshiva (p. 331-333)

Perry v. Sindermann (p. 342-344)

Russo, C. J. (2010). *Encyclopedia of Law and Higher Education*. Thousand Oaks, Calif: SAGE Publications, Inc.

### Optional Reading

[Place optional reading entries here.]

*Continue to next page*

## Module 5 - Case

### Assignment Overview

[Assignment Overview is optional. Place text (if any) here.]

### Case Assignment

Your learning objectives:

* Discuss how dismissal, discipline, collective bargaining and due process inform the actions of educational leaders
* Examine legal cases related to personnel management and apply the outcomes to your professional practice

Read:

**PK12 Leadership students:**

Chapter 14: Do Teachers have Adequate Rights when they are Subject to Termination of Employment? (p. 228-243)

Chapter 15: Do Teacher Unions and Collective Bargaining Improve the Terms and Conditions of Teacher Employment? (p. 244-260)

Russo, C. J. (2012). *School Law*. Thousand Oaks, Calif: SAGE Publications, Inc.

**Higher Education Leadership students:**

Collective Bargaining (p. 95-98)

Disciplinary Sanctions and Due Process (p. 124-128)

Due Process Rights in Faculty and Staff Dismissals (p. 138-141)

Lehnert v. Ferris Faculty Association (p. 289-296)

National Labor Relations Board v. Yeshiva (p. 331-333)

Perry v. Sindermann (p. 342-344)

Russo, C. J. (2010). *Encyclopedia of Law and Higher Education*. Thousand Oaks, Calif: SAGE Publications, Inc.

Use the readings to write a 3- to 5-page paper that includes the following components:

1. Discuss the relationship between dismissal, discipline, collective bargaining and due process.
2. How have court decisions shaped the law regarding equal protection of students in schools?
   1. Discuss at least two cases or laws from the reading list as you answer this question.
3. Briefly discuss how one of the cases has directly impacted your work as an educator or educational leader.

### Assignment Expectations

Your paper will be assessed on the following criteria:

Assignment-driven criteria: Demonstrates mastery covering all key elements of the assignment in a substantive way.

Critical thinking/Application to professional practice: Demonstrates mastery conceptualizing the problem and viewpoints. Assumptions of experts are analyzed, synthesized, and evaluated thoroughly. Conclusions are logically presented and applied to professional practice.

Scholarly writing: Demonstrates mastery and proficiency in scholarly written communication to an appropriately specialized audience.

Quality of references and organization: Demonstrates mastery using relevant and quality sources and uses appropriate, relevant, and compelling content to support ideas, and convey understanding of the topic and shape the work.

Citing sources: Demonstrates mastery using in-text citations or sources and properly uses APA format including a full reference list.

Timeliness/Professionalism: Demonstrates excellence in taking responsibility for learning; adhering to the course requirement policies and expectations. Assignment submitted on time or collaborated with professor for an approved extension on due date.

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## Module 5 - SLP

The goal of the Session Long Project (SLP) was to develop a policy brief. You conducted your own research to develop a policy brief that impacts the field of education and composed a specific section of the policy brief for each SLP assignment. This assignment required a significant amount of time dedicated to locating references and research related to the topic of the policy brief. The components are outlined below:

SLP 1: Title and Executive Summary

SLP 2: Context of Scope of Problem

SLP 3: Policy Alternatives

SLP 4: Policy Recommendations

**SLP 5: Reflection**

Incorporate any feedback from your instructor from SLP 4. Use the questions below to write a 2-page reflective essay:

1. What did you learn from this exercise?
2. How will this exercise inform your professional practice?
3. How did the exploration of the research on the topic shape the policy brief?
4. How do you view your ability as a leader to interpret law and policy?
   1. Do you have more to learn? Explain.
   2. Will your understanding shape your day-to-day practice?
5. How does policy impact equity and access to education?

Upload the final policy brief and reflective essay as a single document to the SLP 5 DropBox.

### SLP Assignment Expectations

This assignment is designated as a Signature Assignment to assess the Institutional Learning Outcome (7):

* Function with integrity and make ethical decision in their workplaces and fields of study
* The rubric for this assignment is modified to accommodate the assessment of ILO 7.

**Ethical Self-Awareness - Understanding Different Ethical Perspectives/Concepts**: Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.

**Different Perspectives - Understanding Different Ethical Perspectives/Concepts:** Student can state the many possibilities in difference of beliefs and work to include all understandings.

**Ethical Issue Recognition:**Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.

**Application of Ethical Perspectives/Concepts:** Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.

**Evaluation of Different Ethical Perspectives/Concepts:** Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.

**Professionalism/Timeliness:** Demonstrates excellence in taking responsibility for learning; adhering to course requirement policies and expectations. Assignment submitted on time or collaborated with professor for an approved extension on due date.

*Continue to next page*

## Module 5 Discussion

Discussion 5 title: Personnel Management Challenges

Discussion 5 text: In your opinion, what is the greatest personnel management challenge for educational leaders? Why? Support your opinion with an example from your work site or an example from recent news. Respond to at least 3 classmates.

*If this module has a second discussion, use the boxes below:*

Additional Discussion 5 title: [Enter Discussion title.]

Additional Discussion 5 text: [Enter Discussion text.]

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# Module 6

## Module 6 - Home

### Modular Learning Outcomes

Upon successful completion of this module, the student will be able to satisfy the following outcomes:

* Module
  + Reflect upon and integrate course concepts.
  + [Add other outcomes, if any.]
* Discussion
  + Reflect upon and integrate course concepts.
  + [Add other outcomes, if any.]

### Course Overview

This course introduces students to educational law and provides a foundation of legal knowledge necessary to successfully lead educational organization. Students will be asked to reflect on the historical impact of educational law on issues of equity, campus and study safety, personnel, and collective bargaining. Students will reflect on their role as an educational leader and discuss and apply law to their current work environment.

The Doctor of Education program goals include regular self-assessment, self-reflection, and goal setting. It is important to take a moment to reflect on your development as an educational leader and scholar practitioner. The completion of each course in the program is a milestone that provides an opportunity for reflection. At the end of each course, you will be asked to discuss what you have learned and how it applies to your current practice, or you will be asked to set an academic or professional goal. The expectation is that you will save these self-reflection essays and have a record of your development throughout the program. This is a valuable tool to assist with your professional development in the program; it is also a practice that many educational leaders use to mark their professional and personal development.

### Course Outcomes

*The editors will place the outcomes from the Syllabus here.*

### Module 6 Assignment

[Insert text here.]

*Continue to next page*

## Module 6 Reflective Essay

*Choose one:*

Use standard Reflective Essay requirements.

*OR*

Reflective Essay:

In 1-page:

Reflect on how this course supported the development of skills and knowledge related to the following program learning outcome:

PLO 4. Select appropriate legal policy to lead equitable and ethical practices within educational organizations.

Note:

*Continue to next page*

## Module 6 Discussion

Discussion 6 title: Reflection

Discussion 6 text: Share with your peers how this course helped you learn more about PLO 4. Select appropriate legal policy to lead equitable and ethical practices within educational organizations..

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# Rubrics

## Case Rubrics

*You may provide rubrics as a separate file or files, or choose from the options below:*

**EXISTING RUBRIC(S):**

Ed.D. Case Grading Rubric – Timeliness v1

With the exception of Case 2 (see notes)

AND/OR

**NEW RUBRIC(S):**

[Enter the first rubric title.]

[Paste first rubric here.]

[Enter the second rubric title.]

[Paste second rubric here.]

*Continue to next page*

## SLP Rubrics

*You may provide rubrics as a separate file or files, or choose from the options below:*

**EXISTING RUBRIC(S):**

Ed.D. SLP Grading Rubric – Timeliness v1

With the exception of SLP 5 (see notes)

AND/OR

**NEW RUBRIC(S):**

[Enter the first rubric title.]

[Paste first rubric here.]

[Enter the second rubric title.]

[Paste second rubric here.]

*Continue to next page*

## Discussion Rubrics

*You may provide rubrics as a separate file or files, or choose from the options below:*

**EXISTING RUBRIC(S):**

Ed.D. Discussion Grading Rubric – Timeliness v1

AND/OR

**NEW RUBRIC(S):**

[Enter the first rubric title.]

[Paste first rubric here.]

[Enter the second rubric title.]

[Paste second rubric here.]

*Continue to next page*

# Notes

Case 2 and SLP 5 are designated as signature assignments and require a different rubric.

Case 2: Ed.D. Ethical Reasoning Signature Case Assignment Rubric – Timeliness v1

SLP 5: Ed.D. Ethical Reasoning Signature SLP Assignment Rubric – Timeliness v1

*This is the end of the document.*