



FLORIDA  
ATLANTIC  
UNIVERSITY

## COURSE CHANGE REQUEST Graduate Programs

**Department** Educational Leadership and Research Methodology  
**College** College of Education

UGPC Approval \_\_\_\_\_  
UFS Approval \_\_\_\_\_  
SCNS Submittal \_\_\_\_\_  
Confirmed \_\_\_\_\_  
Banner Posted \_\_\_\_\_  
Catalog \_\_\_\_\_

**Current Course Prefix and Number** EDA 6232

**Current Course Title**  
Practical School Law

*Syllabus must be attached for ANY changes to current course details. See [Guidelines](#). Please consult and list departments that may be affected by the changes; attach documentation.*

**Change title to:**  
Law and Policy

**Change prefix**  
From: N/A To: N/A

**Change course number**  
From: N/A To: N/A

**Change credits\***  
From: N/A To: N/A

**Change grading**  
From: N/A To: N/A

\*Review [Provost Memorandum](#)

**Change description to:**  
~~This course focuses on the practical aspects and applications of constitutional, statutory, and case law relating to - education, with particular emphases on Florida and the law and policy implications and processes related to . Additionally, ethical leadership frameworks are introduced to assist aspiring school leadership, when implementing law and policy in the schoolhouse.~~

The course focuses on the practical aspects and applications of constitutional, statutory, and case law relating to education, with particular emphases on Florida and the law and policy implications and processes related to school leadership.

**Change prerequisites/minimum grades to:**

**Change corequisites to:**  
EDA 6207 School Operations; EDA 6947 Summer Internship

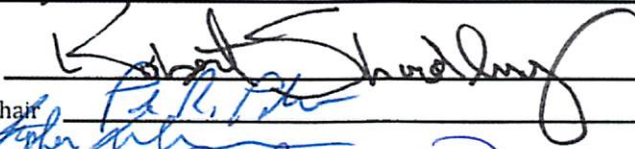

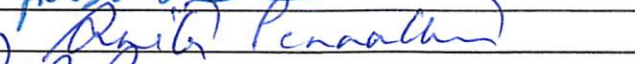
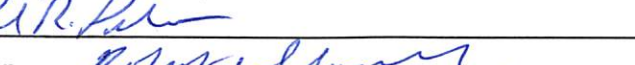
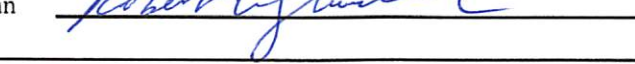

**Change registration controls to:**  
DP

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.

**Effective Date**  
(TERM & YEAR) Summer 2020

**Terminate course**  
**List final active term**

**Faculty Contact/Email/Phone** Dr. Daniel Reyes-Guerra, [dreyes@fau.edu](mailto:dreyes@fau.edu), 561-297-2392

Approved by	Date
Department Chair 	2/1/2020
College Curriculum Chair 	2/15/2020
College Dean 	2/10/20
UGPC Chair 	2/26/20
UGC Chair 	2/26/2020
Graduate College Dean 	2-2-2020
UFS President _____	_____
Provost _____	_____

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the UGPC meeting.  
FAUchangecourseGR, created Summer 2017

GRADUATE COLLEGE  
FEB 10 2020



**COURSE NUMBER:** EDA 6232

**COURSE TITLE:** Practical School Law

**COREQUISITES**

EDA 6207: School Operations

EDA 6947: Summer Internship

**CATALOG DESCRIPTION**

The course focuses on the practical aspects and applications of constitutional, statutory, and case law relating to education, with particular emphases on Florida and the law and policy implications and processes related to school leadership.

**FULL COURSE DESCRIPTION**

The course focuses on the practical aspects and applications of constitutional, statutory, and case law relating to education, with particular emphases on Florida and the law and policy implications and processes related to school leadership. Important learning within this course are those elements of school leadership knowledge that are tied to directly to their daily practice (e.g. budgeting, understanding the laws concerning discipline and students with special needs, etc.).

**INSTRUCTOR INFORMATION**

Name:

Office:

Phone Number:

Email Address:

Office Hours:

**COURSE INFORMATION/LOGISTICS**

Semester:

Dates:

Time:

Location:

**REQUIRED TEXTS/MATERIALS**

Imber, M., Van Geel, T., Blockhuis, J.C., & Feldman, J. (2013). *Education law* (5th ed.).  
Routledge.

**REQUIRED WEBSITES AND ELECTRONIC SOURCES**

**ASCD Smartbrief:** In addition to the required texts above, students must be subscribed on-line to the *ASCD Smartbrief* (<http://www.smartbrief.com/ascd/>) which is a daily service providing summaries and links to major education stories on curriculum, professional development, leadership, emerging technologies, policy, and news from the field.

**MyFAU:** To find out your FAUNet ID go to <http://accounts.fau.edu> (Enter your social security number and PIN). Your initial password for your account is your PIN (PIN by default is set to 2 zeros followed by the 2-digit-day and 2-digit year of birth). You are expected to check your email on a regular basis.

**Library Information:** All students are expected to have online access to the University Library. Through the FAU Libraries, you can access full-text articles from hundreds of electronic journals. Go to the FAU Libraries home page and click on Off-site connect (EZ Proxy). For an introduction, go to: <http://www.library.fau.edu.ezproxy.fau.edu/depts/ref/start.htm>. You can access the Libraries using your FAU NetID and Password.

**Canvas:** This course is assisted electronically by Canvas which is found at: <http://canvas.fau.edu>. To access Canvas, use your student username which is your FAUNet ID. To find out your FAUNet ID go to <http://accounts.fau.edu> (Enter your social security number and PIN). Your initial password for Canvas is your PIN (PIN by default is set to 2 zeros followed by the 2-digit-day and 2-digit year of birth). You are expected to check your email and Canvas on a regular basis. All course materials, readings, assignments, and other information are available to students on Canvas <http://canvas.fau.edu>.

**LiveText:** Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account one week before the first meeting of the class. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/students/livetext>.

#### **APA Writing/Citing Style Requirements**

Every assignment in this course is expected to be completed by using the APA style unless otherwise indicated by the instructor. Failure to employ the APA style may lead to grade deduction or assignment repudiation. Please visit <http://www.apastyle.org/> for tutorials and more information about complete guides.

**BCPS Social Justice Initiative: Young Voices Matter:** This open access, free website provides supplemental materials about issues of Social Justice, Equity and Diversity in the k-12 settings. <http://youngvoicesmatter.net/>

### **THE CONCEPTUAL FRAMEWORKS**

#### **Florida Atlantic University Principal Partnership Programs**

##### **Vision**

The Florida Atlantic University-School District Partnership will be the premier provider of school leadership professional learning programs in Florida and the nation, developing the strongest school leaders and leadership teams to lead and transform schools into model learning organizations.

##### **Mission**

The Florida Atlantic University-School District Partnership includes multiple school districts in Florida, each individually partnered with FAU's School Leaders Program, who together develop, implement, and improve the professional learning of school leaders in their districts to provide the best public education for students, families, and the community.

### **School Leader Profile – Core Values and Beliefs**

We believe that the following descriptions, values, and beliefs will enable school leaders and those they influence to be fulfilled in their own personal ambitions, to be productive contributors to the economy, and to be democratic citizens for a vibrant national community. Our commitment to the public good is what makes school leadership different conceptually and in practice from other organizations and governmental agencies.

We believe that our purpose is to prepare leaders to create a healthy, sustainable, and regenerative society for present and future generations.

- **Leader of Leaders and Learning**– school leaders who are committed to a vision of leadership that is instructional, collaborative, distributed, data-informed, research-based, ethical, entrepreneurial, developmental, complementary, innovative, and courageous. They understand that leadership is most effective when it is shared and focused on developing leadership capacity within schools and school systems. They are lead learners whose leadership requires the ability to use pedagogy and andragogy in facilitating the learning of everyone in the school and its community.
- **Reflective Practitioners** – school leaders who are reflective practitioners with a world view to create dynamic learning environments as well as organizational and operational systems where everyone engages in ongoing reflective and critical inquiry to inform action. They accept critical feedback to develop the personal insight necessary to increase their leadership attributes and skills. They are strategic and systems thinkers with a growth mindset.
- **Transformative Decision-Makers** – school leaders who recognize that their leadership is a transformative and political process to bring about positive change in the pursuit of a better society and world. They understand and demonstrate the capability to evaluate the moral and legal consequences of decisions and make their choices based on the goal of maximizing student learning through the values of social justice and democratic community.
- **Relationship Builders** – school leaders who are adept at building positive relationships. They are culturally competent leaders who treat each individual with civility, empathy, respect, and forthrightness while holding high expectations for everyone who contributes to the learning organization they strive to consistently improve. They build external relationships with families, community members, and community organizations to strengthen the school programs they lead.
- **Visionaries with High Expectations** - school leaders who communicate and create a shared vision that inspires high expectations for their own performance, as well as for the performance of all others in the school. They embrace accountability and give feedback as tools for continuous improvement while remaining focused on student learning as a priority. They are passionate leaders who persevere and challenge the status quo.

## Department of Educational Leadership and Research Methodology

### Vision

We strive for a transparent, caring, and ethical environment that cultivates educational leadership pioneers who through integrity, social justice and knowledge, shape a better world that promotes human dignity.

### Mission

The Department of Educational Leadership and Research Methodology at Florida Atlantic University is a community of scholars engaged in four programs; Adult and Community Education, Higher Education Leadership, School Leaders, and Research Methodology. We focus on the preparation and support of practitioners, leaders, and researchers in Florida, the nation, and the international community through courses, undergraduate and graduate programs, professional learning, and community service.

### Values

With our values, we strive to align our words and actions.

- **Integrity**  
We strive to act with honesty, transparency, and respect.
- **Learning Community**  
We strive to be an evolving community of learners grounded in collegiality, collaboration and mentorship.
- **Social Justice, Diversity, Equity and Inclusion**  
We strive to promote a society where individuals and cultures are valued, where all have equitable opportunities, and where all inhabit an inclusive environment that is safe physically, emotionally, and socially.
- **Innovative Action**  
We strive at both an individual and systemic level to engage continuously in discovery, reflection, and the creation and application of knowledge.
- **Excellence**  
We strive for quality in everything we do individually and collectively.

## PROGRAM OVERARCHING GOALS & COMPETENCIES

*Curriculum Goals:* Students will to be able to:

1. Reflect on leadership improvement and decision-making strategies for improved student learning. Synthesize the concepts learned in the course and reflect on the impact they have on their learning and leadership growth.
2. Understand the interconnection of organizational systems relevant to the context of the course concepts, and the processes needed to support student and adult learning.
3. Understand social justice, equity, and bias in the context of course concepts.
4. Understand the change process and its impact on school improvement relevant to the context of the course concepts and the systems needed to support student and adult learning.

*Competencies:* Program graduates shape their schools and communities' present and future through their demonstrated capacity to:

1. Demonstrate continuous personal leadership growth through reflective practice.
2. Demonstrate the leadership expertise and decision-making strategies needed to improve authentic student and adult learning, and foster a dynamic, purposeful learning organization.
3. Model the principles of - and advocate for - social justice, equity, and inclusion in their schools and communities.
4. Effectively lead and manage the interconnected organizational systems, processes, and people needed to support authentic student and adult learning, and a dynamic, purposeful community.
5. Design, implement, and sustain change processes that ensure school improvement initiatives support authentic student and adult learning.

### **COURSE CONNECTION TO CONCEPTUAL FRAMEWORK**

As a reflective decision-maker, the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional by documenting emergent interpersonal and intrapersonal leadership development and the application of law and policy to the leadership and management of schools. The student will recognize that educational leadership is a transformative and political process to bring about positive change and develop skills to create high-performing, results-oriented organizations.

### **STANDARDS & GUIDELINES USED FOR DEVELOPING COURSE OBJECTIVES**

Florida Educational Leadership Examination (FELE): 2.2.6, 2.4.1, 3.4.1, 3.4.2, 3.4.3.

Florida Principal Leadership Standards (FPLS): 2.5.c, 2.5.e, 3.6.b, 3.9.g, 4.10.a, 4.10.c.

### **COURSE OBJECTIVES**

The learners will:

1. Examine and apply education law principles in various areas including student and teacher rights, employment, liability, special education, equality and discrimination, English language learners and immigrant students, and finance.
  - a. Understand various legal frameworks that govern the above areas.
  - b. Reflect on and apply these frameworks via hypothetical situations.
  - c. Consider the implications that the law has for schools, school leaders, teachers, and students .
2. Examine and apply ethical standards applicable to Florida educators.
3. Experience and apply legal reasoning.
  - a. Develop an understanding of the legal system, the system of precedent, and legal decision making.
4. Consider the impact of law on schools and students.
  - a. Discuss the differences between legal requirements and what is best for students.
  - b. Examine the ways in which law influences educational practice and the distribution of resources.
5. Identify the connections between the legal frameworks examined in the course and school leadership.

**CONTENT OUTLINE**

The following section lists the course topics, divided into modules (class meetings), with their standards, learning goals, and objectives. This is a brief overview of each module.

<b>Module: 1 of 6   Legal Frameworks and Shared Authority</b>
<b>Standards for this module:</b> Florida Educational Leadership Examination (FELE): 3.4.1, 3.4.2, 3.4.3. Florida Principal Leadership Standards (FPLS): 2.5.c, 3.6.b, 3.9.g, 4.10.c
<b>Goals / Objectives: Students will...</b> <ul style="list-style-type: none"> <li>• Learn about course logistics</li> <li>• Establish class norms</li> <li>• Examine the legal frameworks that make up education law (constitutional, statutory, etc.)</li> <li>• Experience and apply legal reasoning</li> <li>• Understand the system of shared authority over education (parents and the State) and consider the implications for schooling today</li> <li>• Understand the respective roles of federal, state, and district governments, including courts</li> <li>• Learn and apply legal principles governing religion and public education (Establishment)</li> <li>• Present central legal cases dealing with religion in public schools</li> <li>• Reflect on the school leadership implications of what was learned</li> </ul>
Unit 1 Intro/Legal System Overview- Chapter 1 Unit 2 Constitutional Framework; Control of Education (Parents v. State) Chapter Two (pp. 12-39) Unit 3 Local/District v. State v. Federal Governments; First Amendment, Religion/Establishment: Chapter Three (51-87, 91-97)

<b>Module: 2 of 6</b>	<b>Constitutional Rights of Students: Speech, Due Process, Privacy</b>
<b>Standards for this module:</b>	
Florida Educational Leadership Examination (FELE): 3.4.1, 3.4.2, 3.4.3.	
Florida Principal Leadership Standards (FPLS): 2.5.c, 2.5.e, 3.6.b, 3.9.g, 4.10.a, 4.10.c	
<b>Goals / Objectives: Students will...</b>	
<ul style="list-style-type: none"> <li>• Understand the legal framework that governs student expression             <ul style="list-style-type: none"> <li>a. Apply the expression framework to a hypothetical involving speech related to homosexuality</li> </ul> </li> <li>• Examine the issues regarding the use of facilities by student groups and outside groups</li> <li>• Examine how courts have applied the expression framework to online speech, including “cyberbullying”</li> <li>• Understand and apply the legal principles that govern student privacy at school (Fourth Amendment; searches; drug testing)</li> <li>• Understand and apply the legal framework that applies procedural due process to the context of student discipline             <ul style="list-style-type: none"> <li>i. Understand what procedures must be provided</li> <li>ii. Examine issues related to zero tolerance and due process</li> </ul> </li> <li>• Reflect on the school leadership implications of what was learned</li> </ul>	
Unit 4: Student Free Speech Rights Chapter Three (87-90) and Four (pp. 98-103, 119-132, 103-118 and 133-148)	
Unit 5: Rights and Student Discipline Chapter Five	

<b>Module: 3 of 6</b>	<b>Diverse Populations and Needs</b>
<b>Standards for this module:</b>	
Florida Educational Leadership Examination (FELE): 2.2.6, 3.4.1, 3.4.2, 3.4.3.	
Florida Principal Leadership Standards (FPLS): 2.5.c, 2.5.e, 3.6.b, 3.9.g, 4.10.a, 4.10.c.	
<b>Goals / Objectives: Students will...</b>	
<ul style="list-style-type: none"> <li>• Understand and apply the framework (constitutional, statutory) for equal protection (discrimination and race, gender, etc.)</li> <li>• Understand and apply the framework for Title IX damages liability for sexual harassment of students</li> <li>• Understand the rights of immigrant students and English language learners nationally and in Florida</li> <li>• Apply immigrant rights framework to hypothetical involving immigrant student</li> <li>• Understand the legal framework that governs special education</li> <li>• Present landmark cases related to special education</li> <li>• Apply special education law to hypothetical involving student with special needs</li> <li>• Examine the differences between IDEA and Section 504</li> <li>• Reflect on the school leadership implications of what was learned</li> </ul>	
Unit 6: Equal Educational Opportunity, Equal Protection, Race, and Gender	
• Chapter Six (except 243-251)	
Unit 7: English Language Learners	
• Chapter Six (243-251)	
Unit 8: Special Education	



<b>Module: 4 of 6</b>	<b>Teachers and Employment I</b>
<b>Standards for this module:</b> Florida Educational Leadership Examination (FELE): 2.2.6, 2.4.1, 3.4.1, 3.4.2, 3.4.3. Florida Principal Leadership Standards (FPLS): 2.5.c, 2.5.e, 3.6.b, 3.9.g, 4.10.a, 4.10.c	
<b>Goals / Objectives: Students will...</b>	
<ul style="list-style-type: none"> <li>• Understand and apply the framework that establishes and governs the constitutional rights of teachers (free speech, academic freedom, due process, workplace searches)</li> <li>• Understand the Code of Ethics for Teachers and Administrators</li> <li>• Understand the Principles of Professional Conduct for Educators</li> <li>• Review the collective bargaining unit process in the state of Florida</li> <li>• Examine the elements of federal and state labor statutes</li> <li>• Learn the difference between collective bargaining groups and meet &amp; confer groups</li> <li>• Reflect on the school leadership implications of what was learned</li> </ul>	
Unit 9: Constitutional Rights of Teachers- Chapter Nine	
Unit 10: Ethics (Teachers and Leaders)- TBA	
Unit 11: Unions and Contracts - Chapter Eleven	

<b>Module: 5 of 6</b>	<b>Teachers and Employment II</b>
<b>Standards for this module:</b> Florida Educational Leadership Examination (FELE): 2.2.6, 2.4.1, 3.4.1, 3.4.2, 3.4.3. Florida Principal Leadership Standards (FPLS): 2.5.c, 2.5.e, 3.6.b, 3.9.g, 4.10.a, 4.10.c	
<b>Goals / Objectives: Students will...</b>	
<ul style="list-style-type: none"> <li>• Understand the issues surrounding hiring, discipline and retention of teachers and other instructional and non-instruction employees.</li> <li>• Examine the legal factors for dismissal in the State of Florida</li> <li>• Examine the seven deadly sins – Florida Education Code</li> <li>• Examine the Federal &amp; State Employment laws of governing employer decision for hiring, termination and discipline</li> <li>• Understand the legal aspects of teacher evaluation</li> <li>• Reflect on the school leadership implications of what was learned</li> </ul>	
Unit 12: Teacher Employment and Employee Discipline- Chapter Ten	
Unit 13: Teacher Evaluation TBA	

<b>Module: 6 of 6</b>	<b>Finance, Liability, and Review</b>
<b>Standards for this module:</b> Florida Educational Leadership Examination (FELE): 2.2.6., 3.4.1., 3.4.2., 3.4.3. Florida Principal Leadership Standards (FPLS): 2.5.c, 2.5.e, 3.6.b, 3.9.g., 4.10.a., 4.10.c.	
<b>Goals / Objectives: Students will...</b>	
<ul style="list-style-type: none"> <li>• Understand the legal framework for funding public education</li> <li>• Examine the basis for challenges to school funding equity</li> <li>• Examine the Florida public school funding scheme</li> <li>• Understand school district and employee liability for intentional acts and negligence</li> <li>• Review course content</li> <li>• Reflect on the school leadership implications of what was learned</li> </ul>	

<b>Module: 6 of 6   Finance, Liability, and Review</b>		
Unit 14	Finance and (In)equity	Chapter Eight, 291-309 and 317-321
Unit 15	Torts and Liability	Chapter Twelve
Unit 16	Review	NA

### **COURSE REQUIREMENTS**

Students may earn up to 100 points based on the following components of the course.

#### **Preparation (28 points) (Evaluated through quick quizzes during class.)**

Reading for class is critical in this course. You are going to be learning language, concepts, and ways of thinking that are foreign to many of you. To encourage thorough preparation and gauge your level of preparation, starting in week two, each unit (except for units 10, 11, and 13) will start with a quick quiz. The questions usually will ask you about the legal opinions in the readings for that unit. We will have nine quizzes (for units 4, 5, 6, 7, 8, 9, 12, 14, and 15) but your two lowest quizzes will be dropped. The seven highest quizzes together are worth 28 points or 4 points for each.

Please note: I do not expect you to understand everything that you have read before you come to class. That's what class is for, developing that understanding. These quizzes are designed to measure whether you have done the readings and to get us oriented towards the topic. They are not designed to measure your deep understanding of the material. Anyone who has done the reading for that unit (in an engaged manner—skimming doesn't count) should be able to get a good score on these quizzes.

#### **Competency Assessments (30 points each):**

There are two required Competency Assessments in this course, each of which is worth 15 points. All Competency Assessments submissions must be **uploaded to LiveText and Canvas**. The rubric for each assignment will be discussed in class by the instructor. Students will be assessed on these assignments using a scale of Exemplary, Satisfactory, Emerging, Unsatisfactory and Did Not Attempt. All competency assessments will include an element for master level writing. (See the FAU PPI writing rubric.) **All Competency Assessments must be rated Exemplary or Satisfactory for a student to pass the course.** Refer to the rubrics for assessment criteria.

Competency Assessments will also be scored as part of the grade for this course. All assignments will be turned in online in Canvas, and the critical assignments will be **posted in LiveText**. Completion of all assignments at the Exemplary or Satisfactory level is required to pass the course. **No final grade for the course will be posted until all competency assessments are posted in BOTH LiveText and Canvas.**

#### **COMPETENCY ASSESSMENT #1 – (PAPER & PRESENTATION): 15 POINTS**

Students will select one of the following topics and, in a structured paper, do the following:

1. Describe the legal issue and explain why it is important to schools, students, and/or leaders;
2. Present the relevant legal and/or policy framework that governs cases involving the issue. This framework should include the primary constitutional, statutory, and/or case law

applicable to the topic. Include a discussion of the historical evolution of the legal framework. For example, if your topic was segregation, you would want to explain how the Supreme Court's interpretation of Equal Protection has changed from "separate but equal" to the *Brown v. Board* case to the *Parents Involved* case.

3. Discuss the legal issue and framework from the perspective of a school leader. What should school leaders keep in mind regarding this issue? How should school leaders handle controversies related to this issue? How should leaders balance the legal requirements reflected in the relevant frameworks while also pursuing the best interests of students in their schools?

You may draw on course materials, academic research, and other legal resources (cases, statutes) in preparing your paper. In addition to preparing a paper, students will prepare and present a presentation. These presentations will be done in class during the final class session (week 6). All presentations are to include a PowerPoint which must be turned in to the instructor on or before Week 6. Presentations are 30 minutes in length with class question and answer period of 5 minutes.

**Example of Topics:**

- Compulsory Attendance
- Religion in Schools
- Parental Choice/Non-public schools
- Choice Charter Schools
- Freedom of Expression
- Freedom of Speech as Impacted by social media
- Bullying, Cyber-bullying
- Students with Disabilities
- Student Discipline
- Educator/District Liability
- Student Privacy, Student Records, FERPA
- Instructional or Administrator Employment Rights
- Drug Testing
- Use of school facilities
- Student Organizations
- Transgender student issues
- Sexual harassment of employees

\*You may create your own topic or a subtopic of any of the above, **as long as it is approved by your class Professor.**

Please adhere to the following dates for conception:

- Class 2 Select topic and submit to Professor for approval.
- Class 4 Submit outline of topic covering the three major requirements outlined above.
- Class 5 Submit (Rough) Draft
- Class 6 Submit final written Paper and PowerPoint Presentation.

School Leaders Master's Program  
EDA 6232 Course Syllabus

<b>School Law Competency Assessment 1 Rubric</b>					
<i>Topic</i>	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>No Attempt</i>
<b>Paper: Summarize the legal issue and explain why it is important for schools, students, and/or leaders.</b>	Legal issue fully described. Author clearly demonstrates the relevance and importance of the topic/issue. (6 pts.)	Legal issue described. Author demonstrates relevance and importance of the topic/issue. (5 pts.)	Legal issue identified but not described and/or author does not demonstrate the relevance and importance of the topic/issue. (4 pts.)	No discernible legal issue identified. (3-1 pts.)	<i>No attempt made (0 pts.)</i>
<b>Paper: Discuss the legal issue and framework from the perspective of a school leader.</b>	Discusses the issue and frameworks in a manner that clearly demonstrates understanding of the issue and framework and its importance. Provides meaningful guidance for school leaders. (6 pts.)	Discusses the issue and frameworks in a manner that demonstrates understanding of the issue and framework and its importance. Provides relevant guidance for school leaders. (5 pts.)	Discusses the issue and frameworks. Provides guidance for school leaders but that guidance may not be appropriate or relevant. (4 pts.)	Does not discuss the issue and framework from the perspective of a school leader and/or does not provide guidance. (3-1 pts.)	<i>No attempt made (0 pts.)</i>
<b>Presentation : Present a (30 minute) PowerPoint to explain and analyze identified legal issue and applicable frameworks</b>	Creates and presents an appropriate and effective presentation that demonstrates deep understanding of the identified legal issue and applicable frameworks. (6 pts.)	Creates and presents an appropriate presentation that demonstrates understanding of the legal issue and applicable frameworks. (5 pts.)	Creates and presents a presentation that demonstrates some or little understanding of the legal issue and applicable frameworks. (4 pts.)	Creates and presents a presentation that does not demonstrate understanding of the legal issue and applicable frameworks. (3-1 pts.)	<i>No attempt made (0 pts.)</i>

School Law Competency Assessment 1 Rubric					
<i>Topic</i>	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>No Attempt</i>
<p><b>Content &amp; Development</b> <i>The student will use clear and persuasive communication</i></p>	<ul style="list-style-type: none"> <li>- Exhibits a comprehensive, accurate, and persuasive understanding of the topic.</li> <li>- Major points are identified and clearly and fully supported.</li> <li>- External literature and research used are compelling, current and clearly address the topic.</li> <li>- Content and purpose are clear, consistent and compelling. (6 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits an accurate and comprehensive understanding of the topic.</li> <li>- Major points are identified and adequately supported.</li> <li>- External literature and research used are current and address the topic.</li> <li>- Content and purpose are clear and consistent. (5 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits a general understanding of the topic.</li> <li>- Major points are identified but not adequately supported.</li> <li>- External literature and research used is included but does not adequately address the topic.</li> <li>- Content and purpose are unclear and inconsistent. (4 pt.)</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits a limited understanding of the topic.</li> <li>- Major points are poorly identified and not supported.</li> <li>- External literature and research used are not adequately included.</li> <li>- Content vague and purpose is difficult to determine. (3-1 pts.)</li> </ul>	<p><i>No attempt made (0 pts.)</i></p>
<p><b>Organization &amp; Structure</b> <i>The student will provide organized and structured writing.</i></p>	<ul style="list-style-type: none"> <li>- Reveals strong understanding of format and structure and the narrative flows well.</li> <li>- Paragraphs clearly connected to the topic and points are fully explained.</li> <li>- Paragraph transitions are excellent and compelling. (6 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Reveals an understanding of format and structure and is easy to follow.</li> <li>- Paragraphs connected to the topic and points are explained.</li> <li>- Paragraph transitions are clear and help the narrative flow. (5 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Reveals an understanding of format and structure but is not easy to follow.</li> <li>- Paragraphs vaguely connected to the topic but points are explained</li> <li>- Paragraph transitions need improvement. (4 pt.)</li> </ul>	<ul style="list-style-type: none"> <li>- Reveals a limited understanding of format and structure.</li> <li>- Paragraphs not connected to the topic or points not explained.</li> <li>- Paragraphs are disjointed and lack transitions. (3-1 pts.)</li> </ul>	<p><i>No attempt made (0 pts.)</i></p>
<p><b>Format and References</b> <i>The student will use appropriate formatting following the APA style.</i></p>	<ul style="list-style-type: none"> <li>- Introduction and conclusions are compelling and major points are concisely previewed or summarized.</li> <li>- Citations and references are provided and follow APA style with no errors. (6 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Introduction and conclusions are clear and major points are previewed or summarized.</li> <li>- Citations and references are provided and follow APA style nearly always. (5 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Introduction and conclusions are present but major points are not previewed or summarized.</li> <li>- Citations and references are provided and follow APA style but not consistently. (4 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Introduction and/or conclusion are missing.</li> <li>- Citations and references are not provided when necessary. (3-1 pts.)</li> </ul>	<p><i>No attempt made (0 pts.)</i></p>

School Law Competency Assessment 1 Rubric					
<i>Topic</i>	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>No Attempt</i>
<p><b>Mechanics (grammar, spelling, length)</b> <i>The student will value the use of professional quality vocabulary, grammar, punctuation, and spelling.</i></p>	<ul style="list-style-type: none"> <li>- Exhibits a thorough understanding of rules of grammar, usage, and punctuation; almost no spelling errors and uses excellent vocabulary.</li> <li>- Language clear, precise, invoking interest and attention.</li> <li>- Length appropriate as described for the assignment. (6 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits an understanding of the rules of grammar, commits few spelling errors, and uses satisfactory vocabulary.</li> <li>- Language appropriate and clear.</li> <li>- Length appropriate as described for the assignment. (5 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits an understanding of the rules of grammar, commits some spelling errors, and uses basic vocabulary.</li> <li>- Language appropriate for the assignment, yet inconsistent.</li> <li>- Over or under length necessary to develop the topic. (4 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits little understanding of the rules of grammar, commits many spelling errors, and uses limited vocabulary.</li> <li>- Language inappropriate (jargon or conversational tone.)</li> <li>- Inadequate or excessive in length. (3-1 pts.)</li> </ul>	<p><i>No attempt made (0 pts.)</i></p>
<b>FELE 3.4.2.</b>	All elements of the applicable legal and/or policy framework identified and fully explained.	Most elements of the framework identified and at least partly explained.	Some elements identified and explained. One or more important elements not identified and/or explained.	No elements identified and explained.	<i>Student does not submit.</i>
<b>FELE 3.4.3</b>	Legal requirements that ensure compliance with federal and state law as related to the constitutional and statutory rights of students, staff, and parents are fully addressed and explained.	Legal requirements that ensure compliance with federal and state law as related to the constitutional and statutory rights of students, staff, and parents are addressed.	Some legal requirements that ensure compliance with federal and state law as related to the constitutional and statutory rights of students, staff, and parents are addressed but not well explained..	Few legal requirements that ensure compliance with federal and state law as related to the constitutional and statutory rights of students, staff, and parents are addressed.	<i>Student does not submit.</i>

**COMPETENCY ASSESSMENT 2: 15 POINTS**

Read and respond to the following hypothetical situation. In your response, do the following:

1. Present the legal framework that governs conflicts related to teachers' free speech. (25%)
2. Apply that framework to the case and explain whether or not the teacher's free speech rights were violated. Be sure to consider each element of the legal framework. (In other words, even if you think she would lose a First Amendment claim based on one element, be sure to include a discussion of whether she would prevail on the other elements.) (25%)
3. Consider whether or not the way that the school gathered evidence of the teacher's actions violated the teacher's rights under the Fourth Amendment. What legal principles apply to this issue? Explain why you think her rights were or were not violated. (25%)

4. Outline your response to the situation and identify or describe up to five resources that you would draw on to engage faculty in professional learning related to the situation. (25%)

LeAnn R. worked as a public school teacher for five years before returning to higher education full-time to complete her master's degree. After finishing her degree, LeAnn returned to classroom teaching in another state. Inspired by all that she had learned about progressive pedagogy and education and social justice, LeAnn decided to turn her teaching experience into a personal research project documenting her efforts to apply what she had learned in graduate school. Soon after starting her job teaching history to ninth and tenth graders, LeAnn came upon the idea of chronicling her experience in a personal, public online blog. Her daily blog entries discussed her classes, her students, and her interactions with school personnel. She strived to keep her entries vague enough to prevent readers from surmising the location and name of her school. She referred to her school as "Suburban High School, U.S.A." and used pseudonyms. She blogged on her personal laptop at home most of the time and occasionally she blogged in her classroom (during free periods and after school) on a laptop computer her school had provided for her use. When she was given the computer, she signed a document that stated that the computer was for "work use."

At first, her job went smoothly. She got along well with the principal and enjoyed her students. A few of her teaching colleagues shared her progressive approach to teaching and she quickly formed a bond with this group. However, her department head and some of her other colleagues were a bit conservative for her tastes (both politically and pedagogically).

After two months, her "progressive teachers" group met with the principal about changing the curriculum. During this meeting, the principal approved the group's request to form a curriculum reform committee to consider proposing changes for the next school year. (Such changes would have to be approved by either the superintendent or the school board.) In the meantime, the principal gave the group permission to "supplement" the current books with additional materials and she agreed to use some discretionary instructional funds to cover copies and the purchase of some additional books for classroom use.

The group thus began supplementing the curriculum. The supplemental materials attempted to bring in additional perspectives, in particular critical or underrepresented perspectives, on the topics covered in class. Works with a feminist or other critical perspective were especially common. The teachers found it challenging to incorporate these materials into the classes (in part because of the difficulty of finding age appropriate materials) and met weekly to cooperate and share their experiences. Meanwhile, LeAnn continued to blog.

Word of these changes in classroom materials soon spread around the school. In meetings with other teachers and her department head, LeAnn and her colleagues were questioned in what LeAnn perceived to be a dismissive and confrontational manner. Shortly thereafter, LeAnn's department head went to the principal to complain about the materials. The principal told her that she supported LeAnn and her group. The department head and other conservative teachers then formed their own group and went to the Superintendent and School Board to complain about the "subversive materials" being used in the classes. Word also spread among parents, some of whom objected to the materials. One parent was particularly upset about the amount of

time his son was spending on non-European history. Another parent objected to the use of the book "Girl, Interrupted" in a freshman English class.

At an open house, some of these parents confronted a few of the teachers in LeAnn's group, criticizing them for using the materials. At the next School Board meeting, a large group of these parents showed up and two members of the Board demanded that the Superintendent investigate the issue. The next week, the Superintendent met with LeAnn's principal and, without explanation, the principal resigned the next day. The assistant principal took over on an interim basis. LeAnn soon discovered that the assistant principal was supportive of the conservative teachers and parents. He called each of the progressive teachers into his office and strongly suggested that they refrain from "going outside the curriculum." (His exact words to each: "I strongly suggest that you refrain from going outside the curriculum. It is your responsibility to teach the curriculum designed by the district.") The teachers decided to continue using the new materials and, a week later, they were all placed on "probation" for "insubordination" and warned that they could be fired if they continued to use the materials.

Throughout this time, LeAnn was blogging like crazy. It turned out that her year was much more interesting than she had expected! In the excitement, LeAnn began to use more heated language, criticizing the interim principal as "incompetent," her conservative colleagues as "ignorant" and the conservative parents group as "fascists." She jokingly described her meeting with the interim principal as "The Inquisition." About this time, a student happened upon the blog and thought that it might have been about his school. This student showed the blog to his mother, who was not sure if it was about the school but mentioned the blog to the Superintendent. After reviewing the blog, the superintendent concluded that, although the blog was not clearly about "Suburban High School," there were enough similarities between the blog and events at the school for him to guess that it was about "Suburban." Angry about the public airing of the controversy and the critical remarks about the teachers and school officials, the Superintendent ordered the IT head to monitor the computer use of the entire staff of "Suburban High School." The IT head installed a program that monitored and saved every document, email, and posting generated by any computer connected to the school's network and server. A report was then generated by the program and sent to the Superintendent. In the meantime, word of the blog's existence spread to much of the student body and numerous students accessed the site. Based on the IT report, the Superintendent identified LeAnn as the blog's author and fired LeAnn.

*Girl, Interrupted* is a best-selling 1993 memoir by American author Susanna Kaysen, relating her experiences as a young woman in a psychiatric hospital in the 1960s after being diagnosed with borderline personality disorder" (Wikipedia). The book deals with issues related to mental health, the notion of "sanity" versus "insanity," drug use, and sexuality.



School Leaders Master's Program  
EDA 6232 Course Syllabus

<b>Competency Assessment 2 Rubric</b>					
<i>Topic</i>	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>No Attempt</i>
<b>Teacher speech rights framework</b>	All elements of the teacher speech rights framework identified and explained. (6 pts.)	Most elements identified and explained. (5 pts.)	Some elements identified and explained. (4 pts.)	No elements identified and explained. (3-1 pts.)	<i>No attempt made (0 pts.)</i>
<b>Teacher speech rights framework applied</b>	Framework applied in a manner that clearly demonstrates complete or nearly complete understanding of all of the elements. (6 pts.)	Framework applied in a manner that demonstrates at least some understanding of most of the elements. (5 pts.)	Framework applied in a manner that demonstrates some understanding of some of the elements. (4 pts.)	Framework applied in a manner that does not demonstrate understanding of the elements. (3-1 pts.)	<i>No attempt made (0 pts.)</i>
<b>Fourth Amendment framework for teachers</b>	All elements identified and applied in a manner that clearly demonstrates full or nearly full understanding of the framework. (6 pts.)	Most of the elements identified and applied in a manner that demonstrates at least some understanding of the framework. (5 pts.)	Some of the elements identified and applied but in a manner that demonstrates little understanding of the framework. (4 pts.)	No elements identified or the elements that are identified are applied in a manner that demonstrates no understanding of the framework. (3-1 pts.)	<i>No attempt made (0 pts.)</i>
<b>Content &amp; Development</b> <i>The student will use clear and persuasive communication</i>	<ul style="list-style-type: none"> <li>- Exhibits a comprehensive, accurate, and persuasive understanding of the topic.</li> <li>- Major points are identified and clearly and fully supported.</li> <li>- External literature and research used are compelling, current and clearly address the topic.</li> <li>- Content and purpose are clear, consistent and compelling. (6 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits an accurate and comprehensive understanding of the topic.</li> <li>- Major points are identified and adequately supported.</li> <li>- External literature and research used are current and address the topic.</li> <li>- Content and purpose are clear and consistent. (5 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits a general understanding of the topic.</li> <li>- Major points are identified but not adequately supported.</li> <li>- External literature and research used is included but does not adequately address the topic.</li> <li>- Content and purpose are unclear and inconsistent. (4 pt.)</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits a limited understanding of the topic.</li> <li>- Major points are poorly identified and not supported.</li> <li>- External literature and research used are not adequately included.</li> <li>- Content vague and purpose is difficult to determine. (3-1 pts.)</li> </ul>	<i>No attempt made (0 pts.)</i>

Competency Assessment 2 Rubric					
<i>Topic</i>	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>No Attempt</i>
<p><b>Organization &amp; Structure</b> The student will provide organized and structured writing.</p>	<ul style="list-style-type: none"> <li>- Reveals strong understanding of format and structure and the narrative flows well.</li> <li>- Paragraphs clearly connected to the topic and points are fully explained.</li> <li>- Paragraph transitions are excellent and compelling. (6 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Reveals an understanding of format and structure and is easy to follow.</li> <li>- Paragraphs connected to the topic and points are explained.</li> <li>- Paragraph transitions are clear and help the narrative flow. (5 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Reveals an understanding of format and structure but is not easy to follow.</li> <li>- Paragraphs vaguely connected to the topic but points are explained</li> <li>- Paragraph transitions need improvement. (4 pt.)</li> </ul>	<ul style="list-style-type: none"> <li>- Reveals a limited understanding of format and structure.</li> <li>- Paragraphs not connected to the topic or points not explained.</li> <li>- Paragraphs are disjointed and lack transitions. (3-1 pts.)</li> </ul>	<p><i>No attempt made (0 pts.)</i></p>
<p><b>Format and References</b> <i>The student will use appropriate formatting following the APA style.</i></p>	<ul style="list-style-type: none"> <li>- Introduction and conclusions are compelling and major points are concisely previewed or summarized.</li> <li>- Citations and references are provided and follow APA style with no errors. (6 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Introduction and conclusions are clear and major points are previewed or summarized.</li> <li>- Citations and references are provided and follow APA style nearly always. (5 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Introduction and conclusions are present but major points are not previewed or summarized.</li> <li>- Citations and references are provided and follow APA style but not consistently. (4 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Introduction and/or conclusion are missing.</li> <li>- Citations and references are not provided when necessary. (3-1 pts.)</li> </ul>	<p><i>No attempt made (0 pts.)</i></p>
<p><b>Mechanics (grammar, spelling, length)</b> <i>The student will value the use of professional quality vocabulary, grammar, punctuation, and spelling.</i></p>	<ul style="list-style-type: none"> <li>- Exhibits a thorough understanding of rules of grammar, usage, and punctuation; almost no spelling errors and uses excellent vocabulary.</li> <li>- Language clear, precise, invoking interest and attention.</li> <li>- Length appropriate as described for the assignment. (6 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits an understanding of the rules of grammar, commits few spelling errors, and uses satisfactory vocabulary.</li> <li>- Language appropriate and clear.</li> <li>- Length appropriate as described for the assignment. (5 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits an understanding of the rules of grammar, commits some spelling errors, and uses basic vocabulary.</li> <li>- Language appropriate for the assignment, yet inconsistent.</li> <li>- Over or under length necessary to develop the topic. (4 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits little understanding of the rules of grammar, commits many spelling errors, and uses limited vocabulary.</li> <li>- Language inappropriate (jargon or conversational tone.)</li> <li>- Inadequate or excessive in length. (3-1 pts.)</li> </ul>	<p><i>No attempt made (0 pts.)</i></p>

Competency Assessment 2 Rubric					
<i>Topic</i>	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>No Attempt</i>
<b>FELE 3.4.2.</b>	All elements of the applicable legal and/or policy framework identified and fully explained.	Most elements of the framework identified and at least partly explained.	Some elements identified and explained. One or more important elements not identified and/or explained.	No elements identified and explained.	<i>Student does not submit.</i>
<b>FELE 3.4.3</b>	Legal requirements that ensure compliance with federal and state law as related to the constitutional and statutory rights of students, staff, and parents are fully addressed and explained.	Legal requirements that ensure compliance with federal and state law as related to the constitutional and statutory rights of students, staff, and parents are addressed.	Some legal requirements that ensure compliance with federal and state law as related to the constitutional and statutory rights of students, staff, and parents are addressed but not well explained..	Few legal requirements that ensure compliance with federal and state law as related to the constitutional and statutory rights of students, staff, and parents are addressed.	<i>Student does not submit.</i>

### Journals: Reflective Decision Making

A major goal of this course is to promote students' capacity as reflective decision makers. Students will meet this goal through reflective journal writing based on the learning in each module, class discussions, and the work they are conducting at their respective schools. This assignment will be assessed using the standard School Leaders Master's Program Reflective Writing Rubric.

### Class Participation

An important component of this course is for students to be prepared to come to class having read and reviewed all assigned readings, completed their assignments, and actively engage in all class activities by utilizing active listening skills, working successfully in teams, fully participating in class discussions, and being on time. The students will be graded based on the School Leaders Master's Program Class Participation Rubric.

### GRADED ASSIGNMENTS/ASSESSMENT

Preparation Quizzes:	28 pts.
Competency Assessment 1:	30 pts.
Competency Assessment 2:	30 pts.
Class Participation:	12 pts.
<b>Total Points:</b>	<b>100 pts.</b>

### SCHOOL LEADERS MASTER'S PROGRAM COURSE GRADING SCALE

This grading scale will be used to determine the final grades given in the course.

<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>	<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>
A	93-100	= 4.0	C	73-76	= 2.0
A-	90-92	= 3.67	C-	70-72	= 1.67

B+	87-89	= 3.33	D+	67-69	= 1.33
B	83-86	= 3.00	D	63-66	= 1.00
B-	80-82	= 2.67	D-	60-62	= 0.67
C+	77-79	= 2.33	F	Below 60	= 0.00

### SCHOOL LEADERS MASTER'S PROGRAM STANDARD RUBRICS

The following rubrics are used across the School Leaders Master's Program to evaluate student performance. Please refer to your instructor for further explanation of rubrics. Students should understand that "Satisfactory" is the "Passing" rating for assessment. Rubrics are developed so that the sum of the scores is used to develop a "Passing" grade.

#### Reflective Writing Rubric

This rubric is for reflection assignments on readings, class discussions, presentations, and website information. Note that the self-reflection section is to be written in the first person.

- 1) Synthesis of Learning
  - a. Provides a clear synthesis of information related to the unit topic.
  - b. Includes appropriate citations for references
- 2) Personal reflections:
  - a. How does what you learned apply to your current leadership?
  - b. What challenges do you foresee as you grow in your leadership?

School Leaders Master's Program Reflective Writing Rubric					
Topic	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
<b>Synthesis of Learning</b> <i>Synthesis of information related to the topic.</i>	Provides a thorough synthesis of information related to the concepts presented in class. (6 pts.)	Provides a basic synthesis of information related to the concepts presented in class. (5 pts.)	Provides a limited synthesis of information related to the concepts presented in class. (4 pts.)	Does not synthesize the information related to the concepts presented in class. (3-1 pts.)	The student did not submit. (0 pts.)
<b>Personal Reflection</b> <i>First Person writing</i>	Provides a meaningful personal connection to the readings, presentations, learning activities and demonstrates a deep personal understanding of the topic. (6 pts.)	Provides a basic personal connection to the readings, presentations, learning activities and demonstrates a basic personal understanding of the topic. (5 pts.)	Provides a limited personal connection to the readings, presentations, learning activities and demonstrates a limited personal understanding of the topic. (4 pts.)	Does not make a personal connection to the readings, presentations, learning activities and does not demonstrate a personal understanding of the topic. (3-1 pts.)	The student did not submit. (0 pts.)

#### School Leaders Master's Program Writing Rubric

This rubric is for all non-reflection written assignments. All written assignments should follow APA style. This rubric will be incorporated within the specific rubric of each written assignment.

<b>School Leaders Master's Program Writing Rubric</b>					
<i>Topic</i>	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>No Attempt</i>
<p><b>Content &amp; Development*</b> <i>The student will use clear and persuasive communication</i></p>	<ul style="list-style-type: none"> <li>- Exhibits a comprehensive, accurate, and persuasive understanding of the topic.</li> <li>- Major points are identified and clearly and fully supported.</li> <li>- External literature and research used are compelling, current and clearly address the topic.</li> <li>- Content and purpose are clear, consistent and compelling. (6 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits an accurate and comprehensive understanding of the topic.</li> <li>- Major points are identified and adequately supported.</li> <li>- External literature and research used are current and address the topic.</li> <li>- Content and purpose are clear and consistent. (5 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits a general understanding of the topic.</li> <li>- Major points are identified but not adequately supported.</li> <li>- External literature and research used is included but does not adequately address the topic.</li> <li>- Content and purpose are unclear and inconsistent. (4 pt.)</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits a limited understanding of the topic.</li> <li>- Major points are poorly identified and not supported.</li> <li>- External literature and research used are not adequately included.</li> <li>- Content vague and purpose is difficult to determine. (3-1 pts.)</li> </ul>	<p><i>No attempt made (0 pts.)</i></p>
<p><b>Organization &amp; Structure*</b> <i>The student will provide organized and structured writing.</i></p> <p>*See Content and Development NOTE above.</p>	<ul style="list-style-type: none"> <li>- Reveals strong understanding of format and structure and the narrative flows well.</li> <li>- Paragraphs clearly connected to the topic and points are fully explained.</li> <li>- Paragraph transitions are excellent and compelling. (6 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Reveals an understanding of format and structure and is easy to follow.</li> <li>- Paragraphs connected to the topic and points are explained.</li> <li>- Paragraph transitions are clear and help the narrative flow. (5 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Reveals an understanding of format and structure but is not easy to follow.</li> <li>- Paragraphs vaguely connected to the topic but points are explained</li> <li>- Paragraph transitions need improvement. (4 pt.)</li> </ul>	<ul style="list-style-type: none"> <li>- Reveals a limited understanding of format and structure.</li> <li>- Paragraphs not connected to the topic or points not explained.</li> <li>- Paragraphs are disjointed and lack transitions. (3-1 pts.)</li> </ul>	<p><i>No attempt made (0 pts.)</i></p>
<p><b>Format and References</b> <i>The student will use appropriate formatting following the APA style.</i></p> <p>*See Content and Development NOTE above.</p>	<ul style="list-style-type: none"> <li>- Introduction and conclusions are compelling and major points are concisely previewed or summarized.</li> <li>- Citations and references are provided and follow APA style with no errors. (6 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Introduction and conclusions are clear and major points are previewed or summarized.</li> <li>- Citations and references are provided and follow APA style nearly always. (5 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Introduction and conclusions are present but major points are not previewed or summarized.</li> <li>- Citations and references are provided and follow APA style but not consistently. (4 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Introduction and/or conclusion are missing.</li> <li>- Citations and references are not provided when necessary. (3-1 pts.)</li> </ul>	<p><i>No attempt made (0 pts.)</i></p>

<b>School Leaders Master's Program Writing Rubric</b>					
<i>Topic</i>	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>No Attempt</i>
<p><b>Mechanics (grammar, spelling, length)</b> <i>The student will value the use of professional quality vocabulary, grammar, punctuation, and spelling.</i></p> <p>*See Content and Development NOTE above.</p>	<ul style="list-style-type: none"> <li>- Exhibits a thorough understanding of rules of grammar, usage, and punctuation; almost no spelling errors and uses excellent vocabulary.</li> <li>- Language clear, precise, invoking interest and attention.</li> <li>- Length appropriate as described for the assignment. (6 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits an understanding of the rules of grammar, commits few spelling errors, and uses satisfactory vocabulary.</li> <li>- Language appropriate and clear.</li> <li>- Length appropriate as described for the assignment. (5 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits an understanding of the rules of grammar, commits some spelling errors, and uses basic vocabulary.</li> <li>- Language appropriate for the assignment, yet inconsistent.</li> <li>- Over or under length necessary to develop the topic. (4 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits little understanding of the rules of grammar, commits many spelling errors, and uses limited vocabulary.</li> <li>- Language inappropriate (jargon or conversational tone.)</li> <li>- Inadequate or excessive in length. (3-1 pts.)</li> </ul>	<p><i>No attempt made (0 pts.)</i></p>
<p>*NOTE: When incorporated within an assessment rubric, the total points from this Master's Program Writing Rubric will be divided by 4, 6, or 8 to make the maximum value of the writing either 6, 4, or 3 points towards the total value of the written assignment.</p>					

<b>School Leaders Master's Program Class Participation Rubric</b>					
	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Emerging</b>	<b>Unsatisfactory</b>	<b>No Attempt</b>
<b>Preparation</b>	Fully prepared shows evidence of readings and presentations. (6 pts.)	Mostly prepared, shows evidence of some readings and some presentations. (5 pts.)	Minimally prepared, shows little evidence of readings and presentations. (4 pts.)	Not prepared, does not show evidence of readings and presentations. (3-1 pts.)	The student did not participate. (0 pts.)
<b>Group Activities</b>	Fully engaged in group activity, works with team to produce a high-quality product, supports all team members in the work. (6 pts.)	Somewhat engaged in group activity, works with team, the group product is satisfactory, supports some team members in the work. (5 pts.)	Minimally engaged in group activity, works with team some of the time, the group product is minimally acceptable, supports some team members in the work. (4 pts.)	Not engaged in group activity, works with team only some of the time, the group product is not acceptable, hinders the work of the group. (3-1 pts.)	The student did not participate. (0 pts.)

School Leaders Master's Program Class Participation Rubric					
	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
<b>Class Discussions</b>	Actively and respectfully listens to others and builds on comments, without dominating the conversation. Using references to readings, presentations, as well as makes connections to experience. (6 pts.)	Listens to others respectfully and sometimes builds on comments. Sometimes is quiet or dominates conversation. Sometimes uses references to readings, presentations, as well as makes connections to experience. (5 pts.)	Listens to others respectfully and sometimes but does not builds on comments. Overly quiet or overly dominant in conversation. Uses limited references to readings, presentations, as well as makes connections to experience. (4 pts.)	Does not listens to others respectfully and does not builds on comments. Overly quiet or overly dominant in conversation. Does not use references to readings, presentations, or connections to experience. (3-1 pts.)	The student did not participate. (0 pts.)
<b>Punctuality</b>	On time and ready to work prior to the beginning of class and at the termination of all breaks, always in attendance at class. (6 pts.)	On time and ready to work prior to the beginning of class but is sometimes late at the termination of all breaks, always in attendance at class. (5 pts.)	Late to class at least once and sometimes late at the termination of breaks, always in attendance at class. (4 pts.)	Late to class more than once and sometimes late at the termination of breaks, Misses a day of class. (3-1 pts.)	The student did not participate. (0 pts.)
*NOTE: This rubric will be used to calculate the student's participation grade. The total points from this Participation Rubric will be divided by 2 to make the maximum point value 12 points for class participation.					

### END OF COURSE SURVEY

Student Perception of Teaching (SPOT) surveys will be completed online. Please keep in mind that SPOTs are an extremely effective tool to evaluate the quality of instruction. Departments, schools, and colleges use individual instructor data and comments in annual evaluations, as well as for tenure and promotion. SPOT results are presented to faculty in summary form after the end of the semester. Individual SPOT responses are completely anonymous and remain anonymous. Faculty has no way of linking a SPOT to a particular student.

To begin the SPOT process:

1. Log on to MyFAU and click on the "SPOT" tab at the top of the page.
2. Click the "Complete My SPOTs" button to see the courses in which you are enrolled.  
Now also available through Canvas!
3. Click on each course to complete the SPOT for that course

If you have any questions about the process, please contact the Office of Testing and Evaluation at [testandeval@fau.edu](mailto:testandeval@fau.edu).

### SCHOOL LEADERS MASTER'S PROGRAM POLICY ON MAKEUP TESTS, LATE WORK, AND INCOMPLETES:

Students should read and refer to the School Leaders Master's Program Student Handbook that corresponds to their particular cohort program. Assignments are due when indicated in the syllabus. Please note that students may not be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Instructors must allow these students to make up missed work without any reduction in the student's final course grade. Reasonable accommodation must also be made for students participating in a religious observance. Also, note that grades of Incomplete ("I") are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances. *Students who find themselves in this situation must meet with the professor.*

### **ATTENDANCE POLICY**

According to FAU, the Department of Educational Leadership and Research Methodology, and the School Leaders Master's Program protocols and Attendance Policy, "Students are expected to attend all of the scheduled University classes and to satisfy all academic objectives as outlined by the instructor." Refer to the School Leaders Master's Program Student Handbook that corresponds to their particular cohort program. Students must attend **ALL** classes. Students are expected to be on time and to remain for the duration of each class session. There are no excused absences unless approved by the instructor and the School Leaders Master's Program Coordinator responsible for that student's cohort. Unavoidable absences include: family emergencies, illness, military obligations, and court imposed legal obligations. These absences must be accompanied by documentation. The School Leaders Master's Program Coordinator responsible for that student's cohort reserves the right to approve or disapprove any absence. It is the student's responsibility to make up all assignments missed during his or her absence.

### **CLASSROOM ETIQUETTE / BEHAVIOR POLICY**

University policy on the use of electronic devices states: "In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions."

### **CODE OF ACADEMIC INTEGRITY (4.001)**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [http://www.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

### **STUDENTS WITH DISABILITIES**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).



### **SPECIAL LEARNING NEEDS**

It is the policy of the College of Education to make reasonable accommodations for qualified individuals with disabilities and language barriers. If you desire accommodations to complete course requirements, please arrange a meeting early in the semester to discuss your request.

### **STUDENT CODE OF CONDUCT (4.007)**

“The University’s Student Code of Conduct is an integral part of the educational mission of the University, emphasizing the development of each individual’s acceptance of his or her own personal and social responsibilities and to ensure fairness and due process for all students. Since behavior which is not in keeping with standards acceptable of the University community is often symptomatic of attitudes, misconceptions, and emotional crises; reeducation and rehabilitative activities are essential elements of the disciplinary process.

A humanistic approach is employed. The University’s Student Code of Conduct is designed to provide and help maintain an atmosphere within the University community that is conducive to academic pursuits. Serious action against a student, such as separation, is considered and invoked only when other remedies fail to meet the needs of the University’s mission.”

For the complete code, please see:

<http://www.fau.edu/artsandletters/new-pdfs/4.007.Student%20Code%20of%20Conduct.pdf>

### **RELIGIOUS HOLIDAYS**

It is our policy, in accordance with the Board of Trustees’ rules and Florida Law to make reasonable accommodations for observing religious holidays.

### **CONTRACTUAL OBLIGATIONS**

Nothing that pertains to the successful completion of this course should interfere with your current contractual obligations at your school or workplace. In completing specific field-based assignments (such as interviews), be sure to keep your principal-mentor informed of course requirements.

### **COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER**

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provide FAU students a range of services—individual, counseling, support meetings, and psychiatric services, to name a few—offered to help improve and maintain emotional well-being. For more information, go to <http://fau.edu/counseling>.

## Mikaela Kursell

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**From:** Michael Brady  
**Sent:** Thursday, November 14, 2019 4:51 PM  
**To:** Robert Shockley  
**Subject:** RE: Graduate Program Proposals from EDLRM

Bob – I've reviewed the changes to your program descriptions and syllabi. I do not see any conflict or overlap with the courses or curriculum in the ESE Department. Good luck with the changes!

Michael P. Brady, PhD  
Professor & Chair  
Department of Exceptional Student Education  
Florida Atlantic University  
777 Glades Road  
Boca Raton, FL 33431  
(561) 297-3281  
[mbrady@fau.edu](mailto:mbrady@fau.edu)

**From:** Robert Shockley <SHOCKLEY@fau.edu>  
**Sent:** Thursday, November 7, 2019 5:33 PM  
**To:** Barbara Ridener <BRIDENER@fau.edu>; Dale Williams <dwilliams@fau.edu>; Hanizah Zainuddin <zainuddi@fau.edu>; Michael Brady <mbrady@fau.edu>; Paul Peluso <ppeluso@fau.edu>  
**Cc:** Stephen Silverman <silverman@fau.edu>; Daniel Reyes-Guerra <dreyes@fau.edu>; Jarrett Warshaw <warshawj@fau.edu>; Valerie Bryan <bryan@fau.edu>; Maysaa Barakat <barakatm@fau.edu>; Sunny Gross <sgross20@fau.edu>  
**Subject:** Graduate Program Proposals from EDLRM

For your information I am forwarding to you proposed Graduate Program Changes from the Department of Educational Leadership and Research Methodology. These proposed changes are as follows:

- Catalog changes for the EDL Adult and Community Education Specialist Degree
- Catalog changes for proposed changes to the EDL Masters School Leaders Degree reflecting new course proposals, as well as course change proposals included in attached materials. These changes are as a result of Wallace Grant partnership initiatives with area school districts.
- Catalog changes to for proposed changes to the EDL Specialist (School Leaders) with Certification Degree reflecting new course proposals, as well as course change proposals that are included in attached materials. Again, these changes are the result of partnership initiatives with area school districts.
- Catalog changes to proposed changes to EDL Specialist (School Leaders) Advanced Degree reflecting course requirement changes.

Please get back to me at your earliest convenience if your department has conflicts with any of these proposed changes to our programs. Thanks. Bob

Robert Shockley, Chair  
Educational Leadership and Research Methodology  
ED 47 Room 260A  
777 Glades Rd.  
Boca Raton, FL 33431

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FEB 10 2020

## Mikaela Kursell

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**From:** Barbara Ridener  
**Sent:** Monday, November 18, 2019 10:10 AM  
**To:** Robert Shockley  
**Subject:** RE: Graduate Program Proposals from EDLRM

No conflict for Teaching and Learning.

Sorry for the delay.

Barbara

**From:** Robert Shockley <SHOCKLEY@fau.edu>  
**Sent:** Thursday, November 7, 2019 5:33 PM  
**To:** Barbara Ridener <BRIDENER@fau.edu>; Dale Williams <dwilliams@fau.edu>; Hanizah Zainuddin <zainuddi@fau.edu>; Michael Brady <mbrady@fau.edu>; Paul Peluso <ppeluso@fau.edu>  
**Cc:** Stephen Silverman <silverman@fau.edu>; Daniel Reyes-Guerra <dreyes@fau.edu>; Jarrett Warshaw <warshawj@fau.edu>; Valerie Bryan <bryan@fau.edu>; Maysaa Barakat <barakatm@fau.edu>; Sunny Gross <sgross20@fau.edu>  
**Subject:** Graduate Program Proposals from EDLRM

For your information I am forwarding to you proposed Graduate Program Changes from the Department of Educational Leadership and Research Methodology. These proposed changes are as follows:

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Please get back to me at your earliest convenience if your department has conflicts with any of these proposed changes to our programs. Thanks. Bob

Robert Shockley, Chair  
Educational Leadership and Research Methodology  
ED 47 Room 260A  
777 Glades Rd.  
Boca Raton, FL 33431  
(561)297-3551

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## **Mikaela Kursell**

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**From:** Robert Shockley  
**Sent:** Tuesday, November 26, 2019 1:09 PM  
**To:** Daniel Reyes-Guerra  
**Subject:** FW: Graduate Program Proposals from EDLRM

FYI! RS

**From:** Hanizah Zainuddin <zainuddi@fau.edu>  
**Sent:** Tuesday, November 26, 2019 11:39 AM  
**To:** Robert Shockley <SHOCKLEY@fau.edu>; Paul Peluso <ppeluso@fau.edu>  
**Cc:** Sunny Gross <sgross20@fau.edu>  
**Subject:** RE: Graduate Program Proposals from EDLRM

Hi Bob:

I'm terribly sorry for this delay. I hope it's not too late. While my department doesn't see a conflict, it looks like both EDF 6918 (Action Research) and an EEX course were removed from the prior requirements. Perhaps this has to do with your grant requirements.

As I've said, my department sees no conflict, but we do want to express some our thoughts resulting from these proposals. Many of the topics in your curriculum proposals are also those that we address in our current courses, and are likely to address in our future courses as social justice is central to CCEI department's mission. While we agree that this work should be done across departments as they pertain to their field, we notice that questions about equity, race and class in instruction are being raised in the classroom context which directly overlaps with the work of my department. We hope that the presence of these topics on the syllabus does not become the basis by which our department's efforts towards the same goals will be objected to in future courses that we develop.

Additionally, as we accept new MEd in C & I students starting spring 2020, who will be needing the ELDRM courses in the Teacher Leadership Certificate, we would also like to know if your department would be open to including courses in our department on your list of program requirements in the future. We would really love to have this conversation with your department or relevant faculty to explore this possibility going forward.

All the best in the curriculum proposals!

Take care,

Best regards,  
Hani

Hanizah Zainuddin, Ph.D  
Interim Chair and Associate Professor  
Dept. of Curriculum, Culture, and Educational Inquiry  
Rm. 347, Education Bldg  
777 Glades Rd,

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FEB 10 2020

Boca Raton,  
FL 33431  
Tel: 561-297-3965  
Fax: 561-297-2925

Visit our Department Website:

<http://www.coe.fau.edu/academicdepartments/ccei>

Visit our Facebook Page:

<https://www.facebook.com/fauCCEI>



"Helping the underprivileged is justice, not charity"

## Mikaela Kursell

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**From:** Dale Williams  
**Sent:** Tuesday, November 12, 2019 8:33 AM  
**To:** Robert Shockley  
**Subject:** RE: Graduate Program Proposals from EDLRM

**Follow Up Flag:** Flag for follow up  
**Flag Status:** Flagged

No conflicts or concerns.  
Dale

**From:** Robert Shockley <SHOCKLEY@fau.edu>  
**Sent:** Friday, November 8, 2019 9:31 AM  
**To:** Dale Williams <DWILLIAM@fau.edu>  
**Subject:** FW: Graduate Program Proposals from EDLRM

For your information I am forwarding to you proposed Graduate Program Changes from the Department of Educational Leadership and Research Methodology. These proposed changes are as follows:

- Catalog changes for the EDL Adult and Community Education Specialist Degree
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- Catalog changes to proposed changes to EDL Specialist (School Leaders) Advanced Degree reflecting course requirement changes.

Please get back to me at your earliest convenience if your department has conflicts with any of these proposed changes to our programs. Thanks. Bob

Robert Shockley, Chair  
Educational Leadership and Research Methodology  
ED 47 Room 260A  
777 Glades Rd.  
Boca Raton, FL 33431  
(561)297-3551

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FEB 10 2020

**From:** Robert Shockley <SHOCKLEY@fau.edu>

**Sent:** Tuesday, January 7, 2020 12:46 PM

**To:** Paul Peluso <ppeluso@fau.edu>

**Cc:** Maysaa Barakat <barakatm@fau.edu>; Jarrett Warshaw <warshawj@fau.edu>; Sunny Gross <sgross20@fau.edu>; Daniel Reyes-Guerra <dreyes@fau.edu>

**Subject:** FW: Graduate Program Proposals from EDLRM

Paul,

I am forwarding to you proposed Graduate Program Changes from the Department of Educational Leadership and Research Methodology. These proposed changes are as follows:

- Catalog changes for the EDL Adult and Community Education Specialist Degree
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- Catalog changes to proposed changes to EDL Specialist (School Leaders) Advanced Degree reflecting course requirement changes.

I am attaching statements of no conflict from all of the departments except for Counselor Education. I know you had verbally indicated to me that there was no conflict from your department but I could not locate a written response. Please get back to me at your earliest convenience if there are concerns or problems with this proposal. Bob

Robert Shockley, Chair  
Educational Leadership and Research Methodology  
ED 47 Room 260A  
777 Glades Rd.  
Boca Raton, FL 33431  
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