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**Graduate Programs—COURSE CHANGE REQUEST**

DEPARTMENT NAME: EDUCATIONAL LEADERSHIP	COLLEGE OF: EDUCATION
COURSE PREFIX & NUMBER: EDA 6232	CURRENT COURSE TITLE: EDUCATION AND THE LAW

**CHANGE(S) REQUESTED**

<p>SHOW "X" IN FRONT OF OPTION</p> <p>CHANGE CREDITS FROM _____ TO: _____</p> <p>CHANGE GRADING FROM _____ TO: _____</p> <p><input checked="" type="checkbox"/> CHANGE PREREQUISITES TO: EDA 6786 : Educational Governance</p> <p>CHANGE MINIMUM GRADE TO: _____</p> <p>CHANGE COREQUISITES TO: _____</p> <p>CHANGE OTHER REGISTRATION CONTROLS TO: _____</p> <p>OTHER _____</p>	<p>SHOW "X" IN FRONT OF OPTION</p> <p>CHANGE PREFIX FROM _____ TO: _____</p> <p>CHANGE COURSE NO. FROM _____ TO: _____</p> <p><input checked="" type="checkbox"/> CHANGE TITLE TO: PRACTICAL SCHOOL LAW</p> <p><input checked="" type="checkbox"/> CHANGE DESCRIPTION TO: The course focuses on the practical aspects and applications of constitutional, statutory, and case law relating to education, with particular emphasis on Florida. Additionally, ethical leadership frameworks are introduced to assist aspiring school leaders when implementing law and policy in the schoolhouse.</p>
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**CHANGES TO BE EFFECTIVE (TERM): FALL 2009**

Attach syllabus for **ANY** changes to current course information.

Will the requested change(s) cause this course to overlap any other FAU course(s)? If yes, please list course(s).  
 YES                                      NO                                      X

Any other departments and/or colleges that might be affected by the change(s) must be consulted. List entities that have been consulted and attach written comments from each. Comments are attached.

**TERMINATE COURSE, EFFECTIVE (GIVE LAST TERM COURSE IS TO BE ACTIVE):**

Faculty Contact, Email, Complete Phone Number:  
 Dr. Robert E. Shockley, [shockley@fau.edu](mailto:shockley@fau.edu), 7-3551

**SIGNATURES** **SUPPORTING MATERIALS**

<p><b>Approved by:</b></p> <p>Department Chair: _____</p> <p>College Curriculum Chair: _____</p> <p>College Dean: _____</p> <p>UGPC Chair: _____</p> <p>Dean of the Graduate College: _____</p>	<p><b>Date:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Syllabus</b>—must include all criteria as detailed in UGPC Guidelines.</p> <p>Go to: <a href="http://graduate.fau.edu/gpc/">http://graduate.fau.edu/gpc/</a> to access Guidelines and to download this form.</p> <p><b>Written Consent</b>—required from all departments affected.</p>
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Email this form and syllabus to [sfulks@fau.edu](mailto:sfulks@fau.edu) and [eqirjo@fau.edu](mailto:eqirjo@fau.edu) one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

**Department of Educational Leadership**  
College of Education  
Florida Atlantic University

**COURSE NUMBER:** EDA 6232

**COURSE TITLE:** Practical School Law

**CATALOG DESCRIPTION:**

The course focuses on the practical aspects and applications of constitutional, statutory, and case law relating to education, with particular emphasis on Florida. Additionally, ethical leadership frameworks are introduced to assist aspiring school leaders when implementing law and policy in the schoolhouse.

**PREREQUISITE:** Students must first successfully complete EDA 6786: Educational Governance.

**COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:**

The conceptual framework underpins every aspect of this course, particularly in view of the highly political and litigious environment in which public education exists today. Educational leaders must be informed of the law and policy that guide their work and must be capable of making decisions that reflect the need to balance the rights of the individual with the needs of the educational organization. Emphasis is placed on helping aspiring educational leaders to be cognizant of the need to view their decision making through an ethical lens in order to preserve the legal and moral integrity of public education.

**REQUIRED TEXT:**

Alexander, K., & Alexander, M. D. (2008). *American public school law* (7<sup>th</sup> ed.). Belmont, CA: West/Thomson Learning.

Shapiro, J. P., & Stefkovich, J. A. (2005). *Ethical leadership and decision making in education*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

**REQUIRED READINGS;**

Current education case law

Sections of various Florida school board handbooks

Sections of various student codes of conduct

Selected chapters from Hulett, K. E. (2009). *Legal aspects of special education*. Upper Saddle River, NJ: Merrill.

\*Additional readings may be added at a later date.

**RECOMMENDED READINGS:**

Alexander, K., & Alexander, M. D. (2003). *The law of schools, students, and teachers in a nutshell*. (3<sup>rd</sup> ed.). St. Paul, MN: West Thomson Publishing Co.

*The bluebook: A uniform system of citation* (17<sup>th</sup> ed.). (2000). Cambridge, MA: The Harvard Law Review Association.

*Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). (2001). Washington, DC: American Psychological Association.

#### **REQUIRED WEBSITES and Electronic Sources:**

Florida Dept of Education: <http://www.fldoe.org/?flsh=false>

Florida K-12 Education Code: [www.palmbeach.k12.fl.us](http://www.palmbeach.k12.fl.us)

Florida Statutes and Constitution: [www.flsenate.gov](http://www.flsenate.gov)

Florida school district websites

Campus Research: Law (available through the FAU electronic databases)

Legal Periodicals (available through the FAU electronic databases)

LegalTrac (available through the FAU electronic databases)

Lexis Nexis Academic (available through the FAU electronic databases)

LexisNexis Congressional (available through the FAU electronic databases)

LexisNexis U.S. Serial Set Digital Collection (available through the FAU electronic databases)

#### **RECOMMENDED WEBSITES:**

Basic Legal Citation Format: [www.law.cornell.edu](http://www.law.cornell.edu)

Legal Citation: [www.slaw.neu.edu](http://www.slaw.neu.edu)

Legal Citation: Introduction to the Basics [www.legalcitation.net](http://www.legalcitation.net)

William Cecil Golden Website: [www.floridaschoolleaders.org](http://www.floridaschoolleaders.org)

**Library Information:** All students are expected to have online access to the University Library. Through the FAU Libraries EZ Proxy, you can access full-text articles from hundreds of journals. Go to the FAU Libraries home page and click on EZProxy. You must have a valid student Owl Card to access the Proxy Server on your home computer. The USER ID is (the 14-digit ID number on the Owl Card minus the letter "A" before and after the number) and the PASSWORD is the three-letter acronym for the school: (FAU). For an introduction, go to

<http://www.library.fau.edu.ezproxy.fau.edu/depts/ref/start.htm>

#### **AUDIO/VISUAL TECHNOLOGY:**

All students will be expected to have stable and steady access to a computer and to an Internet Service Provider (ISP). Students must have the capacity to access the Internet to conduct database searches (e.g., Westlaw Campus), to send and receive email with attachments, and to complete on-line quizzes. **Only the fau.edu email addresses** will be used by the instructor. If a student uses another ISP, he or she will have to set up the email system to receive fau.edu mail. **Anticipate problems with technology.** Never leave an electronic assignment to the last minute. Invariably something will go wrong, yet students will be expected to complete assignments on time.

MS Office 2000 or newer, except for Vista. PowerPoint, Word, and Excel will be used during the

semester for completion of course work and for receiving or viewing documents from the instructor. Please note that Vista formatted documents will *not* be accepted.

Adobe Acrobat Reader. Reader is available to download for free from the Acrobat web page, <http://www.adobe.com/products/acrobat/readstep2.html>. This software will allow you to read and print pdf files.

Norton Utilities or other adequate anti-virus software. Due effort should be made to ensure files sent to the instructor and classmates are virus free. Likewise, good virus protection will clean or delete corrupt files sent by others.

### **GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:**

CF	=	Conceptual Framework
ISLLC	=	Interstate School Leaders Licensure Consortium
FLDOEPS	=	Florida Principal Leadership Standards (2005).
FLDOEC/S	=	Competencies and Skills for Educational Leaders required for Certification in Educational Leadership (2007).
NCATE	=	National Council for Accreditation of Teacher Education

### **COURSE OBJECTIVES AND RATIONALE:**

#### **1. Rationale –**

The study of educational law at the School Leaders level provides students with three significant opportunities. First, students will learn or become current about content and concepts related to constitutional, statutory, and case law that govern public schools nationally and regionally. Secondly, students will have the opportunity to apply legal and ethical concepts to school-based problems. Finally, students will develop further those skills necessary for successfully completing the School Leaders program in educational leadership. To those ends, **a great deal of emphasis is placed on self-directed learning, legal research for life long learning, good writing, and class participation and presentations.**

#### **2. Course Objectives –**

This course is designed to:

1. Inform students of the legal bases of their chosen profession. (ELCC 3.0, 6.0; ISLLC 3, 6; FDOE 3, 6)
2. Provide opportunities for students to analyze school-based problems legally and ethically. (ELCC 3.0, 5.0, 6.0; ISLLC 3, 5, 6; FDOE 3, 6, 9)
3. Introduce the principles of legal research so students can use such skills in their studies and in their profession. (FDOE 5)

4. Incorporate the use of technology in the delivery of instruction, in communication between the instructor and students, and in student work to the degree appropriate in each case (FDOE 7).
5. Assist students in developing their skills in scholarly writing and presentations.

### Competency-Skill Set & Standard Alignment Table

Competency or Skill Set	Standard Source
<b>Instructional Leadership</b>	FELE Subtest
<b><i>Standard: Instructional Leadership</i></b>	FLDOEPS
Knowledge of instructional leadership standard as related to federal and state law in education and schooling	FELE Competency 1.6 CF
Given a scenario, identify the state requirements for students to participate in interscholastic or extracurricular student activities.	FELE Skill 1.6.1
Given a scenario, identify employee and student rights and responsibilities under federal statutes.	FELE Skill 1.6.2
<b><i>Standard: Managing the Learning Environment</i></b>	FLDOEPS
Knowledge of managing the learning environment standard as related to student and parental rights	FELE Competency 1.12 CF
Given a scenario, identify standards and procedures applicable to United States Citizenship and Immigration Services and students attending public schools.	FELE Skill 1.12.2
Knowledge of managing the learning environment standard as related to federal law for education and schooling	FELE Competency 1.13 CF
Given a scenario, identify exceptional education entitlements, equal access for students and staff with disabilities, and related rights under federal statutes.	FELE Skill 1.13.1

<b>Operational Leadership</b>	FELE Subtest
<b><i>Human Resource Development</i></b>	FLDOEPS
Knowledge of human resource development standard as related to processes and procedures for discipline, dismissal, and nonrenewal of school employees	FELE Competency 2.6 CF
Given a recommendation to terminate an employee's contract, identify the school site administrator's responsibilities regarding termination as required in Florida Statutes (e.g., union contract, professional service contract, annual contract, continuing contract).	FELE Skill 2.6.1
Given case studies with accompanying documentation, identify and apply the Standard of Just Cause for any adverse employment decision as required by Florida Statutes (e.g., dismissal, suspension, demotion, reinstatement).	FELE Skill 2.6.2
Knowledge of human resource development standard as related to collective bargaining agreements	FELE Competency 2.7
Given a collective bargaining agreement, identify the role of the administrator in managing the contract per Florida Statutes (e.g., grievances, school policies, enforcement, and punitive actions related to all classifications of school personnel).	FELE Skill 2.7.1
<b><i>Ethical Leadership</i></b>	FLDOEPS
Knowledge of ethical leadership standard as related to ethical conduct	FELE Competency 2.10 CF

Given the Code of Ethics of the Education Profession in Florida, identify violations of ethical conduct as stated in Florida Statutes (e.g., conviction of a crime involving moral turpitude, gross insubordination, misconduct in office, neglect of obligations to students, public, school personnel).	FELE Skill 2.10.1
Knowledge of ethical leadership standard as related to federal and state law for education and schooling	FELE Competency 2.11 CF
Given a scenario, identify judicially recognized rights and responsibilities guaranteed under the Constitution (e.g., 1 <sup>st</sup> , 4 <sup>th</sup> , 14 <sup>th</sup> amendments).	FELE Skill 2.11.1
Given a situation, identify standards and procedures of State administrative law, public disclosure, record keeping, and child welfare.	FELE Skill 2.11.3
<b><i>Decision Making Strategies</i></b>	FLDOEPS
Knowledge of decision making strategies standard as related to federal and/or state law for education and schooling	FELE Competency 2.12 CF
Given a scenario, identify standards and procedures applicable to federal and/or state statutory provisions for accomplished practices, student progression, compulsory school attendance, sexual harassment, charter schools, alternative schools, safe schools, curricula, and facilities.	FELE Skill 2.12.1

**COURSE OUTLINE:**

<b>Topic</b>	<b>Class/Date</b>	<b>Readings</b>
Introductions & Expectations Review of the American legal system  Review of how to read/brief case law  Ethics in School Leadership	#1, 2, 3	Syllabus Alexander & Alexander, p. 21 – 59  Documents on Bb Shapiro & Stefkovitch, pp. 1-28
Church and State in Practice, part 1  Church and State in Practice, part 2  Ethics in School Leadership	#4,5,6	Alexander & Alexander, pp. 149-243 Current case law  Shapiro & Stefkovitch, pp. 29-136 Florida Code of Ethics
Student Rights in Practice  Student Records and FERPA  Applying Student Due Process in Schools	#7,8,9	Alexander & Alexander, pp. 364-483, 718-729 Current case law  Student Codes of Conduct Florida statutes
Teacher Rights in Practice  Speech Rights of Public Employees  Applying Teacher Due Process in Schools	#10,11,12	Alexander & Alexander, pp. 718-765 Current case law Florida statutes Teacher handbooks
Rights of Students with Disabilities in Practice  Individualized Education Programs (IEP)  Discipline and “Stay-Put” Provision	#13,14,15	Alexander & Alexander, pp. 484-545 Hulett, pp. 1-189

**COURSE REQUIREMENTS:****1. Critical Assignments Embedded in this Course –**



A critical assignment is a required student performance to demonstrate proficiency of one of the Florida Educational Leadership Standards. These critical assignments are embedded in selected courses in Florida Atlantic University's Educational Leadership professional preparation program. NCATE requires that colleges of education students demonstrate the knowledge, skills and dispositions necessary to meet professional state and institutional standards. Consequently, the performance of students in regard to these critical assignments is used as documentation of student competence for the Florida Educational Leadership Standards.

This course has two critical assignments as well as other assignments considered essential to mastery of knowledge, skills, and dispositions. All students, regardless of the instructor or course section, will be required to complete these critical assignments. Student proficiency on the critical assignment will be evaluated utilizing a common rubric.

All students will be assessed on the basis of a three-point evaluation rubric: "Exceeds Expectations," "Meets Expectations," and "Does Not Meet Expectations." In order to successfully complete a program of study, all students must meet or exceed expectations on *all* critical assignments in *all* required courses. Consequently, students must "Meet" or "Exceed" expectations on both critical assignments in order to pass this course.

If a student fails to "Meet" or "Exceed" expectations on all critical assignments assigned to this course, it is the policy of the Department of Educational Leadership that the student will receive an "Incomplete" grade for the course and will be given no more than **2 weeks from the date of the last class**, which is consistent with department and university policy, to demonstrate proficiency on the critical assignment to the instructor. When proficiency is demonstrated the grade of "Incomplete" will be changed to a grade consistent with the criteria delineated in this syllabus. If the student is unable to demonstrate proficiency within the time limit, he or she will receive an "F" and must repeat the course.

The critical assignments for this course and the rubrics used for evaluating these assignments are as follows:

### **Critical Assignment # 1**

**Standard:** **MANAGING THE LEARNING ENVIRONMENT** - High Performing Leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment. (FELE Skill 2.10.1)

**Indicator:** *Conforms to Legal and Ethical Standards in the Management of the Learning Environment.*

**Assessment: LEARNING ENVIRONMENT MANAGEMENT APPLICATION**

Based on the NEA Code of Professional Ethics, the student will create 10 written examples of school rules that reinforce and reflect these standards. (5% of final grade)

**Rubric for Assessment of Critical Assignment #1**

<b>DOES NOT MEET EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>EXCEEDS EXPECTATIONS</b>
<ul style="list-style-type: none"> <li>• Ten written examples of school rules that reinforce and reflect the NEA Code of Professional Ethics are not provided.</li> <li>• Only some or none of the chosen examples of school rules reinforce or reflect the NEA Code of Professional Ethics.</li> <li>• The examples are not clearly written, can not be reasonably understood, or do not comport with Florida law and LEA policies.</li> </ul>	<ul style="list-style-type: none"> <li>• Ten written examples of school rules that reinforce and reflect the NEA Code of Professional Ethics are provided.</li> <li>• All 10 examples of school rules reinforce and are reflective of the NEA Code of Professional Ethics.</li> <li>• The examples are clearly written, can be reasonable understood, and comport with Florida law and LEA policies.</li> </ul>	<ul style="list-style-type: none"> <li>• Both Principle 1 and Principle 2 of the NEA Code of Professional Ethics are represented among the 10 written examples of school rules.</li> <li>• The 10 examples of school rules clearly define the expected behavior.</li> <li>• Clearly articulated objectives are provided for the 10 school rules</li> </ul>

**Critical Assignment # 2**

**Standard:** **ETHICAL LEADERSHIP** - High Performing Leaders act with integrity, fairness, and honesty in an ethical manner (FELE Skill 2.10.1)

**Indicator:** *Develops A Personal Code Of Ethics Embracing Diversity, Integrity, And The Dignity Of All People.*

**Assessment: PERSONAL CODE OF ETHICS APPLICATION**

Develop a written exercise that responds to a hypothetical or actual moral dilemma in which you participate - *one exemplary of diversity, integrity, and the respect of personal dignity* - that will demonstrate your beliefs in and reaction to these ethical situations. (10% of final grade)

**Rubric for Assessing Critical Assignment #2**

<b>DOES NOT MEET EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>EXCEEDS EXPECTATIONS</b>
<ul style="list-style-type: none"> <li>• The exercise is does not present a hypothetical or actual moral dilemma.</li> <li>• The dilemma does not exemplify diversity, integrity, or respect of personal dignity.</li> <li>• The exercise does not demonstrate the student’s beliefs in or reaction to these ethical situations.</li> </ul>	<ul style="list-style-type: none"> <li>• The exercise presents a hypothetical or actual moral dilemma with sufficient detail for understanding the problem.</li> <li>• The dilemma exemplifies diversity, integrity, and respect of personal dignity.</li> <li>• The exercise demonstrates the student’s beliefs in or reaction to the ethical situation.</li> </ul>	<ul style="list-style-type: none"> <li>• The exercise describes the dilemma with substantial context and detail for clear understanding of the problem and its complexity.</li> <li>• The dilemma clearly identifies the concepts of diversity, integrity, and respect of personal dignity within the dilemma.</li> <li>• The exercise clearly describes the student’s beliefs in or reaction to these ethical situations</li> </ul>

**2. Other Course Requirements –**

1. Reading – Text readings are indicated in the schedule above. The number in parentheses in the column labeled “Readings” indicates the number of pages to be covered. This should aid students in planning sufficient time to read for understanding. Check the Blackboard course site frequently to see if cases, statutes, or other materials have been added. All readings are to be completed prior to class. (Obj. #1-3)
2. Presentation – Class members will identify school law topics of particular interest to them during the first class meeting. Individual or small groups of students will select one of the topics, will develop it, will conduct interviews with assistant principals, principals, and other knowledgeable educators, and will present the results to the class on the date assigned. The individual or group will be responsible for knowing the specifics of federal and Florida statutory and case law related to the topic and to

communicate those to the class. The presentation format must include multimedia components. If it is a group project, all members of the group must be familiar with all the information and must actively participate in the presentation. Information packets that provide related law and policy information and a reference list are to be provided to all students and the instructor. The presentation and information packet will comprise 20% of the final grade. (Obj. #1-5) (FELE Skill 1.6.2; FELE Skill 1.13.1; FELE Skill 2.6.2; FELE Skill 2.11.1; FELE Skill 2.11.3; FELE Skill 2.12.1)

3. Writing – There will be three kinds of writing assignments: a case brief, news summaries, and a law topic summary. All assignments are designed to teach students the skills necessary (a) to keep current on educational law/policy, (b) to do so in a manner appropriate to analyzing school law, and (c) to apply law to situations that occur in schools. (Obj. #1-5)
  - a. Case Briefs – One is required, although others may be assigned individually. Case briefs are legal abstracts, usually no longer than a single page. They serve to provide all the essential information related to a case and to pull the points of law addressed in the decision. Students must select cases that are not already discussed in the textbook. Selected cases should be current (1998-2008) unless they are **landmark cases** not included in the textbook. Instruction will be given on the proper format for a brief. Students who do not capture the necessary elements of a brief will be required to do additional case briefs to demonstrate competency. The case brief is 5% of the final grade.
  - b. News Summaries – There are four news summaries required over the period of the course (see Course Outline). Students are to search out school law stories that are associated with the topics being covered in class, and then write a short summary of the issue/problem and its implications for schools. The summaries should be no longer than one or two pages. The news stories must be collected from reputable sources (e.g., newspapers, educational periodicals, educational or legal webpages) and submitted with the news summary. These stories and implications will be shared in class. The four summaries together are 12% of the final grade. (FELE Skill 1.6.2; FELE Skill 1.13.1; FELE Skill 2.6.2; FELE Skill 2.11.1; FELE Skill 2.11.3; FELE Skill 2.12.1)
  - c. Law Topic Summary – Students individually will write a summary paper of the law topic they chose, including the problem statement, the analysis of the interviews, a discussion of the related statutory and case law and district policy they collected, and the implications for practice that emerged from the students' work. The body of the paper should be no more than 8 pages long. The paper **MUST** conform to the APA academic format and Bluebook legal citation format. Check Blackboard for examples and sample pages formatted according to APA guidelines. This paper is 20% of the final grade. (FELE Skill 1.6.2; FELE Skill 1.13.1; FELE Skill 2.6.2; FELE Skill 2.11.1; FELE Skill 2.11.3; FELE Skill 2.12.1)
4. Quizzes – Quizzes on topics covered in the text will be posted on the Blackboard web site. They have two formats—multiple choice and T/F—and may vary in length.

Students can take each quiz at any time during the period in which the quiz is available on the Blackboard site. There will be one sample quiz to familiarize students with the format and nature of the questions asked. Quizzes are relatively short to prevent problems of *timing out* on ISPs. Further information will be provided when the instructor posts the quiz announcement on Blackboard. Quizzes will comprise 20% of the final grade. (Obj. #1-5) (FELE Skill 1.6.1; FELE Skill 1.6.2; FELE Skill 1.12.2; FELE Skill 1.13.1; FELE Skill 2.6.2; FELE Skill 2.10.1; FELE Skill 2.11.1; FELE Skill 2.11.3; FELE Skill 2.12.1)

5. Class Participation – All students are expected to attend class regularly and to participate in class discussions and activities. The instructor will look for evidence of preparation and for quality contributions by students. Class participation is worth 10% of the final grade. (FELE Skill 1.6.1; FELE Skill 1.6.2; FELE Skill 1.12.2; FELE Skill 1.13.1; FELE Skill 2.6.2; FELE Skill 2.10.1; FELE Skill 2.11.1; FELE Skill 2.11.3; FELE Skill 2.12.1)

**TEACHING METHODOLOGIES:**

Methodologies include classroom discussion, lectures, group activities, and problem-based activities. (These methodologies are modified and/or adapted for on-line delivery formats.)

**ASSESSMENT:**

**1. Assignment Values –**

Critical Assignments – 15% (5% for CA #1; 10% for CA #2)

(Note – No student can pass this course without receiving a rating of “meets” or “exceeds” expectations on all critical assignments)

Assignment	Percent Value
Case Law Brief	5
News Summaries	12
Quizzes	20
Point of Law Paper	20
Law Topic Presentation	20
Critical Assignment #1	5
Critical Assignment #2	10
Class Participation	8
Total	100%

**2. Course Grades Calculated on Percent –**

96 – 100%	A	72 – 75	C
92 – 95	A-	68 – 71	C-

88 – 91	B+	67 – 69	D+
84 – 87	B	64 – 66	D
80 – 83	B-	60 – 63	D-
76 – 79	C+	Below 60	F

### 3. Criteria for Assignment Evaluations –

The number and kinds of assignments the student completes, the quality of work the student does, and the degree to which the student participates in class will determine the overall course grade.

To receive credit for individual course work, the student must address all the required elements of an assignment, and it must be quality work. Quality written work is defined as well written, and properly documented, formatted, and organized at a level expected of a MA or EdS student by the instructor. Quality presentations are judged by the relevance and clarity of the content, the appropriate use of technology, and the knowledge and participation of each member of the group presenting.

Good writing is an essential component of course work. Best practices include diligent proofreading and editing one's own work and that of others. Proofreading the work of another provides a fresh pair of eyes to catch what may have become invisible to the writer. The instructor strongly encourages students to help each other create quality work, a collaboration that will serve all students well during the course of study. The work of a good editor (and writer) will be apparent in a paper that is well organized, reads well, and is grammatically correct, accurately punctuated, and properly formatted.

Students are expected to adhere to the university honor code. Any evidence of cheating, including plagiarism in any form and to any degree, will result in the student being reported as per the requirements set in Graduate Catalogue, 6C5-4.001 Honor Code, Academic Irregularities, and Student Grievances.

#### **GRADING SCALE:**

Scores are cumulative and the grade scale represents percentage of total points earned.

A 93-100	A- 90-92	B+ 87-89
B 83-86	B- 80-82	C+ 77-79
C 73-76	C- 70-72	D+ 67-69
D 63-66	D- 60-62	F Below 60

**FAU GRADING SCALE:**

A	=	4.0	C	=	2.0
A-	=	3.67	C-	=	1.67
B+	=	3.33	D+	=	1.33
B	=	3.00	D	=	1.00
B-	=	2.67	D-	=	0.67
C+	=	2.33	F	=	0

**ATTENDANCE POLICY:**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

**RELIGIOUS HOLIDAYS:**

"In accordance with the rules of the Board of Regents and Florida law, students have the right to reasonable accommodations...to observe religious practices and beliefs with regard to...class attendance, and the scheduling of examinations and work assignments." Please notify professor in advance of intention to participate in religious observation and request an excused absence.

**STUDENTS WITH DISABILITIES:**

In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office "is to provide reasonable accommodations to students with disabilities." Students who require assistance should notify the professor immediately by submitting a letter from the Disabilities Office to your instructor requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

**CRITICAL ASSIGNMENT ASSESSMENT:** *a student will not pass the course until critical assignments meet or exceed expectations (on a scale of does not meet expectations, meets expectations, and exceeds expectations). Policy states: In order to pass a critical assignment, the student must meet **all** criteria of the assignment categorized as either “Meeting” or “Exceeding” expectations*

**HONOR CODE:** 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\\_Honor\\_Code.pdf](http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf)

**UNIVERSITY POLICY REGARDING NON-DEGREE CREDITS:**

Florida Atlantic University regulations state that ONLY up to one-third of the degree requirements earned as a non-degree-seeking student may be applied to a graduate program. At the masters level, for example, this translates to 12 transferable credit hours toward the masters’ degree. This means that all students currently taking courses within the Department of Educational Leadership as non-degree students must have applied and been accepted into a masters degree program prior to exceeding the 12 credit hours, or else risk not having additional credit hours accepted for the program. Students who have completed more than 12 credit hours without being accepted into the program will only have their first 12 credit hours counted. Consult graduate catalog for more information about transfer policy.

**Disclaimer:**

Although every effort will be made to follow the syllabus, the instructor reserves the right to make changes in response to unforeseen circumstances and to student needs.