

Is there a similar undergraduate course? Yes No If so, how does this graduate course differ?

Discipline Prefix: EDLM If more than one provide rationale:

Credits: 3 Brief rationale for level choice:
Level: 7000 8000 9000

Additional Requirements: Laboratory Hours: _____ Pre-Practicum Hours: _____ Practicum Hours: _____
Fieldwork Hours: x Other (specify): _____

Prerequisite course(s) if any: _____

This course will be: a Required Course an Elective Special/Note: _____

Course is a replacement for (Course Number/Name): _____

Has the course been offered previously as a "Topics" course? Yes No
If yes, How often? _____

What is the Expected Average Enrollment?: 30

Which semester will this course first be offered?: _____ How often thereafter to be offered?: Annually

Does this course affect offerings in any other department or program? Yes No If yes, please explain.

Is this an Extended Campus course? Yes No

Course syllabus must be attached and completed according to Fitchburg State guidelines.

Course Syllabus is Attached

Print Form

Reviewed by Dean: Dean Bruno Hicks

Required Signatures—Graduate and Continuing Education New Course Approval

Course Developer: [Signature] Date: 3/20/18

Department Chair: [Signature] Date: 3/21/18

Graduate Council Chair: [Signature] Date: 4/3/18
(Indicates Graduate Council approval)

President: [Signature] Date: 5/5/18

FITCHBURG STATE UNIVERSITY
Educational Leadership and Management
Comprehensive Syllabus

EDLM 8XXX
Educational Law for Administrators
(3 credits)

Instructor:

Contact Information: TBD

Office Hours: TBD

Catalog Course Description:

Constitutional and statutory provisions governing a public school system are examined on local, state and national levels. Particular attention will be paid to the legal and ethical parameters of compliance of federal and state guidelines, legislation, judicial decisions, and precedent-setting cases generated to meet the needs of diverse student populations.

Text:

McCarthy, M. M., & Cambron-McCabe, N. H., & Eckes, S. (2013). *Public school law: Teachers' and students' rights* (7th ed.). Boston: Pearson.

Other Resources:

Fitchburg State University Educator Preparation Programs. (2017). *Conceptual framework*. Fitchburg, MA. Retrieved from <http://www.fitchburgstate.edu/edunit/ConceptualFramework2.cfm>]

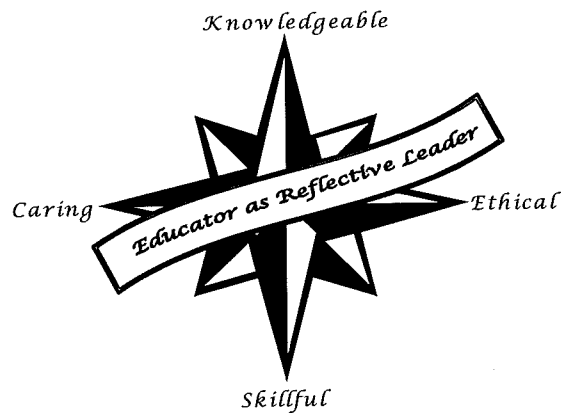
United States Government. (2002). *No Child Left Behind Act of 2001*. Washington, DC. Retrieved from <http://www2.ed.gov/policy/elsec/leg/esea02/107-110.pdf>]

United States Government. (no date). *Department of Education Website*. Washington, DC. Retrieved from <http://www2.ed.gov/policy/elsec/leg/esea02/index.html>]

Race to the Top Massachusetts <http://www.doe.mass.edu/rttt/>

Rethinking Equity and Teaching for English Language Learners (RETELL) <http://www.doe.mass.edu/retell/>

Office for Civil Rights - Policy Update on Schools' Obligations Toward National Origin
Minority Students With Limited-English Proficiency
<https://www2.ed.gov/about/offices/list/ocr/docs/lau1991.html>



Fitchburg State University Education Unit Conceptual Framework

This course will address the dispositions of the Conceptual Framework in the following way(s):

Knowledgeable: As a result of the learning experiences in the course, the student will become more cognizant of:

- The principle of representative governance in our society
- The political, social, legal, and cultural systems and processes that impact our schools
- Constitutional, legal, and ethical responsibilities of school and district personnel
- Comprehensive student support services and activities to meet the needs, interests, and cultural and linguistic backgrounds of all students
- Multiple models of effective teaching that meet the needs of a diverse student population
- Current theory, research, and practices related to effectively accomplishing school and district goals
- The legal aspect of meeting the needs of students with special needs and English language learners and the delivery of effective services for these students
- The law that governs the operation and conduct of their organization
- Exercising discretion in making sound legally defensible decisions that affect students and school personnel

Skillful: As a result of the learning experiences in the course, the student will be able to:

- Integrate current theory, research, and practices related to effectively accomplishing school and district goals
- Apply and adopt school, district and state guidelines to meet the needs of diverse student populations in compliance with constitutional and statutory laws, state regulations and board of education policies as applicable
- Identify educational resources and agencies which provide support and expertise for education of students from diverse racial, socioeconomic, linguistic and cultural backgrounds
- Apply knowledge of federal and state constitutional, statutory and regulatory provisions and judicial decisions governing education when developing action plans
- Provide programs and activities that help all students acquire a positive civic identity and see themselves as integral members of our civic communities
- Guide the development and execution of sound, well developed policies, rules, and regulations governing schools

Caring: As a result of the learning experiences in the course, the student will:

- Treat all individuals with fairness, respect, and dignity
- Collaborate effectively and respectfully with colleagues
- Recognize bias in policies, actions teaching materials, assessment instruments, school practices and school organization
- Develop capacity to build and foster an organizational culture that places high value on the personal rights and uniqueness of each individual

Ethical: As a result of the learning experiences in the course, the student will be able to:

- Speak, act and behave in regards to ethical principles of the profession.
- Implement policies, laws, and mandates that foster positive development of children and the adults who work with them
- Implement policies, laws, and mandates so that the needs of children from diverse cultural, socioeconomic, and linguistic backgrounds are met
- Make decisions within the ethical and legal parameters that lead an organization to achieve its mission without unduly restricting the constitutional rights and personal freedoms of their students and staff

Educator as Reflective Leader: As a result of the learning experiences in the course, the student will further develop his/her capacity to

- Promote fairness, respect, high expectations, and support for all students through policies, programs, and practices

Field Experience: This course requires field experience hours to complete assignments

These hours will be primarily used to conduct 2 interviews in 2 different districts. See more detailed descriptions of this assignment under Course Requirements. The student will receive credit for the field experience by completing the two interviews in 2 different districts and submitting the appropriate assignment.

Student Learning Objectives:

Upon successful completion of this course, students will:

- acquire understanding of the importance of education in a democratic society, including the need to provide equal education opportunities
- develop an understanding of application and adoption of school district or state guidelines to meet the diverse student populations in compliance with constitutional and statutory laws, state regulations and board policies as applicable
- expand their understanding of federal, state, municipal and school laws and regulations, including the implications and requirements of due process
- identify, define, and relate case, law and ethics as they pertain to church/state relations, students' rights, discipline, teachers' constitutional rights, terms and conditions of employment, discrimination in and termination of employment, and labor relations
- interpret the findings of cases, policies and rule of law as they pertain to specific scenarios and hypothetical situations
- further build capacity to speak, act and behave in regards to ethical principles of the profession

- demonstrate an understanding of and capacity to implement the legal provisions of delivery of services that meet the needs of students with disabilities and students from linguistically diverse backgrounds
- apply knowledge of federal and state constitutional, statutory and regulatory provisions and judicial decisions governing education
- apply knowledge of common law and contractual requirements and procedures in an educational setting
- define and relate the general characteristics of internal and external political systems as they apply to school settings

Course Content:

Legal Framework of Public Education

- State Control of Education
- Federal Role in Education
- Function and Structure of the Judicial System
- Church/State Relations: Constitutional Framework, Religious Influences in Public Schools, Accommodations for Religious Beliefs, Religious Challenges to the Secular Curriculum, State Aid to Private Schools

Students and the Law

- **School Attendance and Instructional Issues:** Compulsory School Attendance, Residency Requirements, School Fees, The School Curriculum, Student Proficiency Testing, Educational Malpractice/Instructional Negligence, Instructional Privacy Rights
- **Students' Rights in Non-instructional Matters:** Freedom of Speech and Press, Student-Initiated Clubs, Student Appearance, Extracurricular Activities
- **Student Classifications:** Legal Context, Classifications Based on Race, Classifications Based on Native Language, Classifications Based on Ability or Achievement, Classifications Based on Age, Classifications Based on Sex
- **Rights of Students with Disabilities:** Legal Context, Individualized Education Programs, Related Services, Extended School Year, Participation in Sports, Discipline, Procedural Safeguards
- **Rights of English Language Learners:** Historical Development, Legal Context, Identification, Parents' Rights, Instructional obligations and choices, Discipline and Procedural Safeguards.
- **Student Discipline:** Conduct Regulations: Expulsions and Suspensions, Corporal Punishment, Academic Sanctions, Search and Seizure, Remedies for Unlawful Disciplinary Actions

Teachers/Staff and the Law

- **Terms and Conditions of Employment:** Licensure or Certification, Employment by Local School Boards, Contracts, Personnel Evaluation, Personnel Records, Other Employment Issues
- **Teachers' Substantive Constitutional Rights:** Freedom of Expression, Academic Freedom, Freedom of Association, Personal Appearance, Constitutional Privacy Rights
- **Discrimination in Employment:** Legal Context, Race and National-Origin Discrimination, Sex Discrimination, Sexual-Preference Discrimination, Religious Discrimination, Age Discrimination, Disability Discrimination
- **Termination of Employment:** Procedural Due Process in General, Procedural Requirements in Discharge Proceedings, Dismissal for Cause, Remedies for Violations of Protected Rights
- **Labor Relations:** Employees' Bargaining Rights in the Private and Public Sectors, Teachers' Statutory Bargaining Rights, Scope of Negotiations, Union Security Provisions, Grievances, Negotiation Impasse, Strikes

General Law

- **Tort Liability:** Negligence, Intentional Torts, Defamation, Damages
- **Summary of Legal Generalizations**
- **Selected Supreme Court Decisions**

Instructional Strategies:

Multiple modes of instruction will be utilized for this course. In particular, students will work in groups to analyze scenarios and hypothetical situations for students' to apply, practice analyzing and reflecting on rules of law. Students are encouraged to bring real situations from the field to add to these scenarios and hypothetical situations while always abiding by confidentiality. Additionally, through readings, research, and discussion, Students will acquire the knowledge, content, skills and techniques to apply rules of law as it pertains to public schools.

- | | |
|---|---------------------------------------|
| X Blackboard platform | X Independent Research |
| X Case Study Analysis | X Interviewing |
| X Collaborative Learning | X Lecture/Presentation |
| Computer Application | X Problem Finding/Solving |
| Creating Visual Illustrations of Concepts | X Reflective Response |
| Data Collection and Analysis | X Role Playing/Simulation |
| Discovery | X Viewing or Listening and Discussion |
| X Discussion/Questioning | Other _____ |
| X Independent Learning | Other _____ |

Course Requirements:

- **Participation:** Students are expected to attend every on-line class session, to be on time, to be prepared and to communicate with the instructor regarding any absences. Absences and tardiness may result in a permanent grade change. Participation in discussions and cooperative groups is expected. All students are responsible for meeting required deadlines on projects and assignments.
- **Participation in Discussion Forums: (Formative Assessment):** Students will respond to four discussion assignments. These assignments will be journal article reflections or other short assignments related to the next week's readings and activities. Students are asked to apply their knowledge of school law in each situation to resolve legal issues involved. Postings are evaluated for their accuracy and depth of reflection/analysis.

Participation in the discussions is critical for maximizing learning experiences. In this course, students are required to respond to four online forums/discussions to enhance and support the professional development of each other. Part of the assessment criteria for the course includes evaluating the quality and quantity of your participation in the discussion forums.

The instructor will facilitate student discussions but will not address every single post. In most cases, the instructor might share a related idea, intervene when the discussion goes off-track, or tie Student comments together to help deepen student learning. Consequently, the instructor will not directly answer questions in the discussion area unless they are specifically addressed to the instructor.

The following will be considered when assessing the quality and level of student participation:

- Submit initial post(s) early in the session and subsequent responses to the posts of other Students at timely intervals throughout the duration of the session. The goal is to have a dynamic discussion around the topic that lasts throughout the entire session.
 - Posts and responses should be thorough and thoughtful. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support statements with examples, experiences, or references. Be brief — keep each post and response to one or two short paragraphs. Keep in mind that fellow learners will be reading and responding to you, too.
 - Posts should be within a range of 75-150 words. If a post does not meet the minimum word count of 75, it will not be counted.
 - Make certain that all posts and responses address the question, problem, or situation as presented for discussion. This does not mean you should not extend the topic, but do not stray from the topic.
 - Discussions occur when there is dialogue; therefore, you need to build upon the posts and responses of other learners to create discussion threads. Make sure to revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses.
 - When relevant, add to the discussion by including prior knowledge, work experiences, references, web sites, resources, etc. (giving credit when appropriate).
 - Contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors.
- **Briefs of Assigned Cases (Formative Assessment)** Each student will be assigned two Massachusetts cases to brief. The cases will be selected by the instructor to complement class topics. Cases which have been briefed will be the subject of discussion and group work as appropriate. The briefs should be no more than two double-spaced pages in length and should include the following items:
 1. A statement of facts which contains brief description of the nature of the case, and the relevant evidence and arguments which explain each party's position on each issue; and
 2. The decision/holding of the court in the case is briefly and accurately summarized with respect to each issue.

- **Research Paper on a Topic Related to Education Law: (Formative Assessment)**

Students are to select a topic on education law, research the topic, and write at least eight pages of a double-spaced paper. The paper should reflect the student's capacity to find relevant case law that has meaning to the student's level of administrator licensure being sought, extract details of cases, determine the findings of facts from various cases, and make relevant comparisons to other cases decided.

The paper must be written in acceptable, standard English without spelling or grammatical errors of consequence. Each paper shall have proper citations to cases, journals or other authorities. The papers should not be briefs of the cases, but rather a summation of the law of the cases and critical reflections in light of precedent and policies. Each student is expected to set forth his or her evaluation of the case law and policy implications. Topics for the paper may be selected from the following list:

1. Employee and student misuse of the internet
2. Drug testing of student athletes
3. Search & seizure using drug dogs, locker searches etc.
4. Bullying and peer-on peer harassment including cyber bullying
5. Sexual harassment/sexual discrimination in schools
6. High Stakes testing and legal challenges

7. Student choice to be approved by the instructor

- **Interview of School Administrator or an Attorney Representing a School District in the Student’s Community or for a Local School District: (Formative Assessment)** Students will develop a set of 10 questions to use in an interview with an attorney or school administrator for two different districts discussing a specific mandate/law he or she faces in working in a school district or representing a school district. Each student will research a mandate/law (separate from the legal briefs and research paper). The student will develop 10 questions to ask in regard to the challenges of application and solutions to meeting compliance. Students will write a 4-6-page paper summarizing the mandate/law and synthesize and comparison of what was learned from the interview with a section reflecting on its application of the law. A comparison of the insight from the two districts should be part of the summary. Questions with answers should be included in an appendix (not part of the 4-6 pages). Sources used should be properly cited using APA citation.
- **Take-Home Quizzes: (Formative Assessment)** There will be 3 take-home legal quizzes given during the course. The legal quizzes will be hypothetical fact patterns which allow students to demonstrate their ability to analyze factual situations in light of their understanding of the law.
- **Take Home Final Exam: (Summative Assessment)** Students will complete the final exam after the last class session. The final exam problems are similar to the take home quizzes, except that they treat multiple legal concepts in a single problem, and may require additional research by the student. Students are expected to write at least a three-paragraph essay for each question.
- All quizzes and the exam will be scored using a rubric that evaluates the quality of detail in the response, correctness of the response, and the Students’ use of mechanics and style.

Schedule of Classes, Readings, Activities, and Assignments

<i>Session</i>	<i>Reading and/or Activities</i>	<i>Assignments Due</i>
	<p><i>Additional readings will be posted in Blackboard. Some are noted below. Others will be posted as timely articles become available. State Law material will be added to Blackboard as appropriate.</i></p> <p><i>Pertinent cases, laws, and policies will be integrated into each session—in particular, federal and state laws, policies, and mandates that affect public education, i.e. NCLB, RTT, RETELL. Students are encouraged to bring relevant issues and situations occurring in the field to enhance our discussions.</i></p>	

<p>Week 1</p>	<p>Introduction to course Go over assignments Presentations and discussions focused on the legal framework of public control, federal role, and function and structure of the judicial system</p> <ul style="list-style-type: none"> - Ch. 1 Legal Framework of Public Education - Ch. 9 Teachers' Substantive Constitutional Rights - Galea, B. C. (2012). Getting to "sometimes": Expanding teachers' First Amendment rights through "Garcetti's Caveat". <i>Case Western Reserve Law Review</i>, 62(4), 1205-1236. - Discussion of case studies related to teachers' rights with group work and roll playing as appropriate <p>Ch. 13 Tort Liability Presentation on Tort Liability Examination of case studies Go over assigned Discussion Board Postings</p>	
<p>Week 2</p>	<ul style="list-style-type: none"> - Ch. 2 Church/State Relations - Boston, R. (2012). How five New York families ended coercive prayer in America's public schools. <i>Church & State</i>, 65(6), 12-15. - Vogel, C. M. (2013). An unveiling. <i>Brooklyn Law Review</i>, 78(2), 741-776. - Activities and discussion focusing on the Constitutional framework of church/state relations and its influence on public education, religious influences in public schools, accommodations, and challenges - Small group application of readings during scenarios and/or hypothetical situations <ul style="list-style-type: none"> - Ch. 3 School Attendance and Instructional Issues - Overview of Discussion Board Postings; sharing in small groups - Small groups analysis of scenarios and hypothetical situations <ul style="list-style-type: none"> - Ch. 4 Students; Rights in Non-Instructional Matters - Essex, N. (2010). The U.S. Supreme Court raises the bar for strip searches in public schools. <i>Clearing House</i>, 83(3), 105-108. - Weeks, R. (2012). The First Amendment, public school students, and the need for clear limits on school officials' authority over off-campus student speech. <i>Georgia Law Review</i>, 46(4), 1157-1193. - - Discussion and small group work on student rights in regard to Freedom of Speech, bullying, electronic expression; Students share real scenarios - Go over expectations for Case Briefs, examine model of brief, 	<p>Distribute/ Publish Take Home Quiz #1 (Focus on material covered in Weeks 1 and 2)</p>

<p>Week 3</p>	<ul style="list-style-type: none"> - Debrief of Legal Quiz #1 - Ch. 5 Student Classification - Ch. 6 Rights of Students with Disabilities - Ansalone, G. (2010). Tracking: Educational differentiation or defective strategy. <i>Educational Research Quarterly</i>, 34(2), 3-17. - Lafee, S. (2011). The Americans with Disabilities Act at 20. <i>Education Digest</i>, 76(7), 51-55. - Legal Framework For Providing Instruction To English Learners <ul style="list-style-type: none"> Civil Rights Act, 1964 Equal Educational Opportunity Act (EEOA), 1974 Lau v. Nichols, 414 U.S. 563 (1974). Castañeda v. Pickard, 648 F.2d 989 (5th Cir. 1981). Office of Civil Rights policies regarding the education of English Learners NCLB Title III, 2002 State Law Materials as appropriate - Presentation on framework for analysis of discrimination claims - Small group discussion on Rights of Students with Disabilities and English Learners with group work and roll playing as appropriate. - 	
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<p>Week 4</p>	<ul style="list-style-type: none"> - Ch. 4 Students; Rights in Non-Instructional Matters - Essex, N. (2010). The U.S. Supreme Court raises the bar for strip searches in public schools. <i>Clearing House</i>, 83(3), 105-108. doi:10.1080/00098650903507478 - Weeks, R. (2012). The First Amendment, public school students, and the need for clear limits on school officials' authority over off-campus student speech. <i>Georgia Law Review</i>, 46(4), 1157-1193. - Discussion and on student rights in regard to Freedom of Speech with group work and roll playing as appropriate - , bullying, electronic expression with group work and roll playing as appropriate; Students are invited to share real scenarios. - Ch. 7 Student Discipline - Edmondson, L., & Zeman, L. (2011). Making school bully laws matter. <i>Reclaiming Children & Youth</i>, 20(1), 33-38. - Garman, J. J., & Walker, R. (2010). The zero-tolerance discipline plan and due process: Elements of a model resolving conflicts between discipline and fairness. <i>Faulkner Law Review</i>, 1(3), 289-320. - Jarboe, M. (2011). "Expelled to nowhere": School exclusion laws in Massachusetts. <i>Boston College Third World Law Journal</i>, 31(2), 343-376. - Cases and/or roll plays applying the rule of law and due process - Small group work with scenarios and hypothetical situations; Students are invited to share issues from the field. 	<ul style="list-style-type: none"> - Distribute/ Publish Take Home Quiz # 2 (Focus on material covered in Weeks 3 and 4)
<p>Week 5</p>	<ul style="list-style-type: none"> - Debrief Legal Quiz #2 - Teacher Evaluation & Discipline - Presentation and discussion of the principles underlying legally sound teacher evaluations with group work and roll playing as appropriate. - - Ch. 10 Discrimination in Employment with emphasis on interaction with educational employment decision making. - Ch. 11 Termination of Employment with emphasis on statutory, constitutional and employment considerations with group work and roll playing as appropriate. - Camillucci, K. (2013). Supreme Court could strip tenured teachers of due process rights. <i>State & Local Law News</i>, 36(2), 6-8. - Paige, M. (2012). Using VAM in high-stakes employment decisions. <i>Phi Delta Kappan</i>, 94(3), 29-32. - Overview of Discussion Board Postings; sharing in small groups 	

Week 6	<ul style="list-style-type: none"> - Ch. 8 Terms and Conditions of Employment - Lecture, discussions and activities focused on licensure, assignment of duties and responsibilities, term and tenure contracts, domestic partner and other benefits, evaluations, and personnel records - Go over Discussion Board Posting #3 due before next session - Ch. 12 Labor Relations - Cohen-Vogel, L., & Osborne-Lampkin, L. (2007). Allocating quality: Collective bargaining agreements and administrative discretion over teacher assignment. <i>Educational Administration Quarterly</i>, 43(4), 433-461. - Klein, S. (2008). Hammer it out. <i>American School Board Journal</i>, 195(4), 31-35. - Group work with scenarios and hypothetical situations focused on labor relations; Students share issues from the field - 	Distribute/ Publish Take Home Quiz # 3 (Focus on material covered in Weeks 5 and 6)
Week 7	<ul style="list-style-type: none"> - Debrief Legal Quiz #3 - Ch. 14 Summary of Legal Generalizations - Administrative survival skills - General discussion and application of course content with group work and roll playing as appropriate. - Review for final exam 	Distribute/ Publish Take Home Final Examination

Assignment Distribution for Grading

Assignments	M.Ed.
In-class Activities, Assignments & Participation in Discussions	20%
Posts and Responses on Discussion Board (4) (Formative Assessment)	20%
Legal Quizzes (3) (Formative Assessment)	25%
Research Paper (Formative Assessment)	15%
Final Exam (Summative Assessment)	20%
Total	100%

Graduate Grading System

4.0	95-100	A
3.7	92-94	A-
3.5	89 - 91	A-/B+
3.3	86 - 88	B+
3.0	83 - 85	B
2.7	80 - 82	B-
2.5	77 - 79	B-/C+

2.3	74 – 76	C+
2.0	71 – 73	C
0.0	0 – 70	F
W	Withdrawn	
IN	Incomplete	
IP	In-Progress	

Extended Campus Students

Fitchburg State University encourages all Extended Campus Students to take advantage of online student services. Created in a “virtual student center” just for them, the pages provide access to Counseling Services, Career Services, The Student Activity Center, Library Services, the university bookstore and many other helpful links. Go to the university homepage at <http://www.fitchburgstate.edu/> and click on Offices and Services. Scroll down and click on Extended Campus Center.

Distance Learning & Extended Campus Library Services & OneCard

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard’s Collaboration and Elluminate tools, Skype and in-person; library instruction; research help and more. Any questions relating to library services should be directed to Linda LeBlanc, Access Services Librarian, at 978-665-3062 or dllibrary@fitchburgstate.edu. There is also a special section for Distance Learning and Extended Campus Services at <http://fitchburgstate.libguides.com/dlservices> outlining the wide range of services available to Students and instructions as to how to access them.

Students who are currently registered with the university may access any of the library’s subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library’s homepage at <http://www.fitchburgstate.edu/academics/library> and clicking on the Research Databases button in the center of the page. Students select the resource they want to access from the alphabetical or subject listing. Once clicked on a database title, the Student will be prompted for her or his Falcon Key logon information; the same logon used for their Fitchburg State email account and for online Blackboard courses. If the Student does not know the Falcon Key username and password or if they have any problems logging in, they can contact the university’s Technology Help Desk at 978-665-4500 or helpdesk@fitchburgstate.edu. The Library can issue a temporary guest Falcon Key to use while the Technology Department is setting up the account (call 978-665-3062 or email at dllibrary@fitchburgstate.edu).

All registered Fitchburg State University Students are eligible for a Fitchburg State University OneCard ID, which also serves as his or her library card. If the Student has not received her or his OneCard yet, they can still access all of Fitchburg State online services as long as they have activated their library account. Activate library accounts in person at the Circulation Desk or online at <http://www.fitchburgstate.edu/academics/library/policies/borrowing-renewals/>. After activation by the Gallucci-Cirio Library and receipt of their OneCard, Students may also use any Massachusetts State College/University Library as well as participating libraries in the Academic and Research Collaborative (ARC) during the current semester.

OneCards are available on campus all year round. Students wanting a OneCard must either present a course registration confirmation at the OneCard Office in the Anthony Building, main campus or

complete the online Extended Campus OneCard request form, which can be found at <http://web.fitchburgstate.edu/technology/onecard/photoless/index.cfm>. The OneCard Office number is 978-665-3039.

Fitchburg State University Library Online Services

Online Library services may be accessed through the Fitchburg State University Homepage at www.fsc.edu/library. Students may access any of several full-text online databases. Passwords are available to Students by calling 978-665-3762. Degree Students are eligible for a Fitchburg State University ID, which allows use of all Massachusetts State University libraries for the current semester. ID card is available on campus. To obtain an ID card, Student must present course registration confirmation at Academic Computing and Media Services, room 229, the Conlon Arts Building. Call 978-665-3039 for available times.

University Policies

Students with Disabilities

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978/665-3427 or 978/665-3575 TTY. If you need course adaptations or accommodations because of a disability, please talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

Grade Appeal

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in your Student Handbook.

Academic Integrity Policy

The faculty in the Education Unit at Fitchburg State University adhere to the policy that work submitted in fulfillment of course requirements will be solely that of the individual Student and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

Copyright Policy

You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See the Student Handbook for more details.

Matriculation

If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student's admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.

Instructor Policies:

Attendance and Participation

1. Attendance is taken at all on-line class meetings. As an emerging professional, you are expected to attend every on-line class session, to be on time, to be prepared and to communicate with the instructor regarding any absences. Absences and tardiness may result in a permanent grade change.

2. Participation in on-line class discussions and cooperative groups is expected. All students are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. **Completion of assigned readings is imperative to your individual development as a professional.**
3. All of these behaviors regarding attendance, preparation, and meeting deadlines are factored into the final grade.

Assignments

1. All assignments must be typed, doubled-spaced, and use APA format when appropriate.
2. Assignments must be submitted on the due date unless other arrangements have been made with the instructor **PRIOR TO THE DUE DATE**. No late work will be accepted unless arrangements have been made with the instructor and an extended due date negotiated. Unexcused late assignments may incur a reduction of 10% of points/day late.

All students are expected to demonstrate a level of writing proficiency that is appropriate for emerging professionals in the field of education and at the **graduate level**. Assignments that are handed in with obvious spelling errors, inadequate sentence structure, and a lack of organization will not be graded and will be returned to the student. Students are responsible for the revision process. If improvement is not made on the second assignment, the lack of writing proficiency will be reflected in the grade given on the assignment.

Please communicate with me early in the semester if you are concerned about written assignments, so that I can assist you in getting the support you may need.

Resources

Websites

Official website of the U.S. Supreme Court <http://www.supremecourtus.gov>

Decisions of the Supreme Court <http://supct.law.cornell.edu/supct/>

Legal Database U.S. Supreme Court decisions www.law.cornell.edu

U.S. Federal Judiciary <http://www.uscourts.gov>

U.S. Senate <http://www.senate.gov>

The U.S. Department of Education <http://www.ed.gov>

Helps find any site on the web that is law related <http://www.findlaw.com>

Child Abuse <http://www.childabuse.org/>

Lawfind www.findlaw.com

LawRunner www.lawrunner.com

American Bar Association www.abanet.org

Library of Congress www.loc.gov

U.S. House of Representatives <http://www.house.gov/>

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**Forms, Rubrics, Procedural Documents
for
EDLM 8XXX Educational Law for the Administrator**

**Participation in the Discussion Forum Activities and Postings on the Discussion Forum Rubric
(FORMATIVE ASSESSMENT)**

Component	Does not Meet Standard	Acceptably Meets the Standard	Comprehensively Meets the Standard
Quantity and Timeliness	Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level. Does not submit at least one initial response early in the session and/or does not submit at least two peer responses closer to the end of the session.	Meets expectations for standard; needs occasional minimal support Submits at least one initial response early in the session, and at least two peer responses closer to the end of the session.	Meets expectations for standard; is confidently and consistently meeting the standard, needs little, if any, support/guidance Submits one initial response early in the session and two or more thoughtful peer responses early in the session, and more than two peer responses closer to the end of the session.
Demonstrates knowledge and understanding of content and applicability to professional practice	Post(s) and responses show little evidence of knowledge and understanding of course content and applicability to professional practice	Post(s) and responses show evidence of knowledge and understanding of course content and applicability to professional practice	Post(s) and responses show evidence of knowledge and understanding of course content and applicability to professional practice, and include other resources that extend the learning of the community
Generates learning within the community	Posts do not attempt to elicit responses and reflections from other learners and/or responses do not build upon the ideas of other learners to take the discussion deeper	Posts attempt to elicit responses and reflections from other learners and responses build upon the ideas of other learners to take the discussion deeper	Posts elicit responses and reflections from other learners and responses build upon and integrate multiple views from other learners to take the discussion deeper
Spelling and mechanics	Does not submit posts that are in complete sentences. Or two or more of the complete sentences are grammatically incorrect and have greater than 2 spelling errors	Submits posts that have one or more grammatically incorrect sentences and two spelling errors	Submits posts that contain grammatically correct sentences without any spelling errors

Source: <http://www2.nau.edu/d-elearn/support/tutorials/discrubrics/disc1.php>

**Research Paper on a Topic Related to Education Law
(FORMATIVE ASSESSMENT)**

Component	Does Not Meet Standard	Meets Standard	Comprehensively Meets
Choice of Topic Related Education Law	<p>Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level</p> <ul style="list-style-type: none"> Choice of topic's relevance to the level of administrator license is unclear 	<p>Meets minimal expectations for standard; needs occasional minimal support to perform at acceptable level</p> <ul style="list-style-type: none"> Choice of topic is relevant to the level of administrator license 	<p>Meets expectations for standard; is confidently and consistently meeting the standard, needs little, if any, support/guidance</p> <ul style="list-style-type: none"> Choice of topic is significantly relevant to the level of administrator license
Use of Relevant Cases	<ul style="list-style-type: none"> Capacity to find relevant cases is minimal Connection to the level of administrative license is missing or unclear Extraction of relevant details is missing or minimal Comparisons across cases is missing or unclear 	<ul style="list-style-type: none"> Capacity to find relevant cases is competent Connection to the level of administrative license is clear Extraction of relevant details is significant Comparisons across cases is clear 	<ul style="list-style-type: none"> Capacity to find relevant cases is significant Connection to the level of administrative license is clear, insightful, and meaningful Extraction of relevant details is thorough and significant Comparisons across cases is thorough, clear, and meaningful
Summary and Critical Analysis	<ul style="list-style-type: none"> Provides a minimal summary; analysis is minimal or needs to be more critical 	<ul style="list-style-type: none"> Provides a summary and critical analysis of relevant cases 	<ul style="list-style-type: none"> Provides a synthesized summary and comprehensive and critical analysis of relevant cases
Citations	<ul style="list-style-type: none"> Few sources are appropriately cited within the text and in the reference list using appropriate APA format 	<ul style="list-style-type: none"> Most sources are appropriately cited within the text and in the reference list using appropriate APA format. 	<ul style="list-style-type: none"> All sources are appropriately cited within the text and in the reference list using appropriate APA format.
Mechanics and Style	<ul style="list-style-type: none"> The document is disjointed without smooth transitions between ideas within and between paragraphs Sentence structure is awkward and lacks a professional style e.g., uses contractions, slang, colloquialisms 	<ul style="list-style-type: none"> The document is competently organized, uses smooth transitions between ideas within and between most paragraphs Sentence structure is adequately mature with a professional style e.g., avoids contractions, slang, colloquialisms 	<ul style="list-style-type: none"> The document is well organized, uses smooth transitions between ideas within and between paragraphs Sentence structure is mature with a professional style e.g., avoids contractions, slang, colloquialisms
Requirements	<ul style="list-style-type: none"> Provides 3 or fewer sources Paper is under 4 pages 	<ul style="list-style-type: none"> Provides a minimum of 4 sources Paper is at least 4 pages 	<ul style="list-style-type: none"> Provides a minimum of 5 sources Paper is at least 5 pages

**Briefs of Seminal Cases Rubric
(FORMATIVE ASSESSMENT)**

<p>Component One legal brief will cover Contract Negotiations</p>	<p>Does not Meet Standard Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level</p>	<p>Acceptably Meets the Standard Meets expectations for standard; needs occasional minimal support</p>	<p>Comprehensively Meets the Standard Meets expectations for standard; is confidently and consistently meeting the standard, needs little, if any, support/guidance</p>
<p>Case Name and Citation</p>	<ul style="list-style-type: none"> Complete case name is provided but no citation is give 	<ul style="list-style-type: none"> Complete case name is provided but citation is incomplete 	<ul style="list-style-type: none"> Complete case name and properly formatted citation appear at the top of the case brief, including names and dates
<p>Procedural Facts</p>	<ul style="list-style-type: none"> Few facts presented Issues or legal questions are missing or minimally presented Procedural history of the case is presented but chronology is confusing There is only enough content to basically support the Brief 	<ul style="list-style-type: none"> Most facts are presented Issues or legal questions are strongly presented Some procedural history is presented Brief has strong material to support the arguments presented in the text but lacks completeness 	<ul style="list-style-type: none"> Facts of the case are thoroughly presented Issues or legal questions raised are insightful and thoroughly presented Procedural history of the case is clearly and logically presented in proper chronology Brief is well documented with court cases that establish strong precedent
<p>Rationale</p>	<ul style="list-style-type: none"> The court's decision and reasoning is minimally presented, leading the reader to minimal understanding of the rationale behind the law Dissenting opinions missing or minimally presented when appropriate 	<ul style="list-style-type: none"> The court's decision and reasoning is presented in a clear and logical fashion, leading the reader to some understanding of the rationale behind the law Dissenting opinions clearly presented when appropriate 	<ul style="list-style-type: none"> The court's decision and reasoning is thoroughly presented in a clear and logical fashion, leading the reader to an understanding of the rationale behind the law Dissenting opinions clearly and thoroughly presented when appropriate
<p>Personal View and Comments on the Case</p>	<ul style="list-style-type: none"> Personal view and comments on the case are minimal or missing Connections to and influence on the Student's role (supervisor, director, principal) are missing or unclear 	<ul style="list-style-type: none"> Personal view and comments on the case are fairly insightful Connections to and influence on the Student's role (supervisor, director, principal) are clear 	<ul style="list-style-type: none"> Personal view and comments on the case are insightful Connections to and influence on the Student's role (supervisor, director, principal) are clear, thorough, and operational
<p>Mechanics and Style</p>	<ul style="list-style-type: none"> The document is disjointed without smooth transitions between ideas within and between paragraphs 	<ul style="list-style-type: none"> The document is competently organized, uses smooth transitions between ideas within and between most paragraphs 	<ul style="list-style-type: none"> The document is well organized, uses smooth transitions between ideas within and between paragraphs

	<ul style="list-style-type: none"> • Sentence structure is awkward and lacks a professional style e.g., uses contractions, slang, colloquialisms 	<ul style="list-style-type: none"> • Sentence structure is adequately mature with a professional style e.g., avoids contractions, slang, colloquialisms 	<ul style="list-style-type: none"> • Sentence structure is mature with a professional style e.g., avoids contractions, slang, colloquialisms
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Adapted from: <http://edweb.tusd.k12.az.us/jnitka/papers/rubriclegal.htm>
<http://AAFPE.org>
<http://abogado.pbworks.com/w/page/33867713/Case%20Briefs%20Grading>

**Interview of Two School Administrators or Attorneys Representing Two Different School Districts Rubric
(FORMATIVE ASSESSMENT)**

Component	Does not Meet Standard	Acceptably Meets the Standard	Comprehensively Meets the Standard
Mandate/Law	<ul style="list-style-type: none"> Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level Mandate/law is minimally summarized 	<ul style="list-style-type: none"> Meets expectations for standard; needs occasional minimal support Mandate/law is adequately summarized 	<ul style="list-style-type: none"> Meets expectations for standard; is confidently and consistently meeting the standard, needs little, if any, support/guidance Mandate/law is comprehensively summarized
Questions	<ul style="list-style-type: none"> Prepares and asks question that demonstrate a minimal understanding of the mandate/law; questions tend to be close-ended 	<ul style="list-style-type: none"> Prepares and asks largely relevant and mostly open-ended questions that demonstrate an understanding of the mandate/law. 	<ul style="list-style-type: none"> Prepares and asks relevant open-ended questions that are aptly informed by the mandate/law
Summary and Comparisons of Interviews	<ul style="list-style-type: none"> Minimally summarizes the findings of the interviews Minimally compares the findings from the two interviews or comparisons missing 	<ul style="list-style-type: none"> Summarizes the findings of the interviews Compares the findings from the two interviews 	<ul style="list-style-type: none"> Succinctly summarizes the relevant findings of the interviews Insightfully compares the findings from the two interviews
Reflections of the Application of the Mandate Law	<ul style="list-style-type: none"> Provides a minimal reflection of the application of the mandate/law How reflection is connected to the administrator level of licensure is unclear 	<ul style="list-style-type: none"> Provides a competent reflection of the application of the mandate/law Reflection is connected to the administrator level of licensure 	<ul style="list-style-type: none"> Provides a perceptive and comprehensive reflection of the application of the mandate/law Reflection is clearly connected to the administrator level of licensure
Citations	<ul style="list-style-type: none"> Few sources are appropriately cited within the text and in the reference list using appropriate APA format 	<ul style="list-style-type: none"> Most sources are appropriately cited within the text and in the reference list using appropriate APA format. 	<ul style="list-style-type: none"> All sources are appropriately cited within the text and in the reference list using appropriate APA format.
Mechanics and Style	<ul style="list-style-type: none"> The document is disjointed without smooth transitions between ideas within and between paragraphs Sentence structure is awkward and lacks a professional style e.g., uses contractions, slang, colloquialisms 	<ul style="list-style-type: none"> The document is competently organized, uses smooth transitions between ideas within and between most paragraphs Sentence structure is adequately mature with a professional style e.g., avoids contractions, slang, colloquialisms 	<ul style="list-style-type: none"> The document is well organized, uses smooth transitions between ideas within and between paragraphs Sentence structure is mature with a professional style e.g., avoids contractions, slang, colloquialisms

Requirements	<ul style="list-style-type: none"> • Paper is under 4 pages • Provides less than 10 questions and/or minimal reporting of answers 	<ul style="list-style-type: none"> • Paper is at least 4 pages • Provides 10 questions with reporting of answers 	<ul style="list-style-type: none"> • Paper is at least 5-6 pages • Provides 10 questions with comprehensive reporting of answers

Adapted from: <http://www.laep.org/humanitas/digitalhs/InterviewRubric.html>
http://urbachc.org/urb_multi_interview.htm
http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=4&ved=0CDwQFjAD&url=http%3A%2F%2Fcte.sfasu.edu%2Fwp-content%2Fuploads%2F2012%2F01%2FInterview.doc&ei=wYthUs3YN4W4AOW_oGACg&usq=AFQjCNFbAGxO2zMiH_pKoiST5fg_8KQ5lg&bvm=bv.54176721.d.dmg