COURSE DESCRIPTION
This course examines the basic legal and ethical issues in education and includes a survey of case law dealing with the rights, obligations, and responsibilities of teachers, administrators, and counselors.

Blended Learning Design
This course is offered in a blended learning design. Blended learning designs are based on contemporary learning theory and exemplary teaching practices in the classroom. This particular model is based on an understanding about how adults learn and an
understanding of the rich resources offered through collaboration with peers and interaction with the extensive resources on the Internet. The blended learning design is comprised of anchored instruction (seat time), professional learning communities (collaboration), web-enhanced learning strategies (technological learning), expository presentation (student engagement) and problem-based learning (case studies and field-based activities).

II. COURSE OBJECTIVES

This graduate course addresses the three themes essential to the conceptual framework of Lincoln Memorial University’s Carter & Moyers School of Education: **Values, Education,** and **Service**. Emerging instructional leaders who are preparing for roles as principals and other school leadership positions must model Lincoln’s **values** and vision of **education** as the instrument of change for the Appalachian region and beyond. Using **values** congruent with dispositions of the profession, candidates who aspire to be instructional leaders will actively participate in coursework in the school and/or community environment and will demonstrate the ability to:

- Apply laws and procedures fairly, wisely, and considerately; TILS D/ELCC 6
- Treat people fairly, equitably, and with dignity and respect; TILS B,D/ELCC 2,4
- Develop various ethical perspectives and serve as a role model of ethical behavior and professional practice; TILS B,D/ELCC 2,4,5
- Influence the environment in which school operates on behalf of students and families; TILS B,D/ELCC 2,5
- Use legal systems to protect and promote students’ rights, diverse populations, and improve students’ opportunities within a framework of policies, laws, and regulations enacted by local, state, and federal authorities; TILS B,C/ELCC 2,3,5,6
- Identify, confront, and resolve potential problems and opportunities in a timely manner, using effective group-process, conflict resolution, consensus-building, and communication skills; TILS B/ELCC 2,5
- Manage the human, fiscal, operational, material, physical, technological, and time resources to provide a safe, healthy, aesthetically pleasing and effective instructional environment. TILS B,D/ELCC 2,3/

III. TEXTS/MATERIALS FOR THE COURSE:


UGA COE Lecture Series on-line video, Retrieved at [http://www.youtube.com/watch?v=PqtgghYJIFV8](http://www.youtube.com/watch?v=PqtgghYJIFV8) 1 hour, 30 minutes in length

IV. COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES) AND EVALUATION METHODS:

This course is offered in a blended learning design. Blended learning designs are based on contemporary learning theory and exemplary teaching practices in the classroom. This particular model is based on an understanding about how adults learn and an understanding of the rich resources offered through collaboration with peers and interaction with the extensive resources on the Internet. The blended learning design is comprised of anchored instruction (seat time), professional learning communities (collaboration), web-enhanced learning strategies (technological learning), expository presentation (student engagement) and problem-based learning (case studies and field-based activities).

**Anchored instruction (seat time) 15 hours**

- Attendance and participation in all class sessions, attentive to lectures, participate in class discussions, class presentations, etc.
- **Assignments:**
  - **Key Assignment #2:** Presentation of a law topic as assigned by professor. This assignment can be done in groups (Due classes 1-3).
  - **Assessment:** IL 651 LAW AND ETHICS CRITICAL THINKING SKILLS RUBRIC

**Professional learning communities (collaboration) 15 hours**

Textbook study groups, law case research, case study resolution, field-based activities, problem-based activities, reflection, etc.

- **Activity:** Law topic research for presentation (group assignment – approximately 3 hours)
Chapters 3-7 Book study groups prior to class 2 (approximately 6 hours)
Chapters 8-13 Book study groups prior to class 3 (approximately 6 hours)

Assessment: Professor’s observation of quality of class discussion and research product.

Web-enhanced learning strategies (technological learning), expository presentation (student engagement) and problem-based learning (case studies and field-based activities) 15 hours

On-line law case research, Face time/Skype law topic discussion, Positing/discussing legal/ethical questions through blogging, electronic submission of assignments, on-line video presentations, etc.

Assignments:

- **Key Assignment #1:** Critique the assigned article, *Creating a community of difference* by Carolyn Shields. Find via on-line library data bases.
  **Due via Live Text by class 2** - Individual assignment (3 hours)

- **Problem-based activity** to connect standards and legal guidelines to practice (group assignment)

**On-line Resource** –

UGA COE Lecture Series on-line video, Retrieved at
[http://www.youtube.com/watch?v=PqtgghY1FV8](http://www.youtube.com/watch?v=PqtgghY1FV8)
1 hour, 30 minutes in length

**Standards** – TILS, ELCC

**Directions** – Read the *Stupid Cupid* scenario on pp. 80-81 of textbook. Watch the Dayton on-line video individually or in groups. Meet in PLC group. Using information from the textbook, and the video, argue for or against punishing the editors of the newspaper. Clarify the legal question; cite applicable TILS and ELCC standards, case law/legal guidelines regarding student speech, and ethical principles to support your resolution.

Acting in the role of principal, write a memo to the superintendent/school director or board of education chair justifying your decision. Memo should be one page.

**Assessment:** IL 651 LAW AND ETHICS DECISION MAKING MODEL RUBRIC

**Due:** Class 3

**Assignment length** – (12 hours)

**OUTLINE OF COURSE CONTENT**

1. School finance and taxation;
2. Law of education, ethics, and legal decision making in education;
3. Legal bodies governing education;
4. Education, religion and community values;
5. Student privacy and First Amendment Rights;
6. Due process, student discipline, athletics, and Title IXs;
7. Student search;
8. School safety;
9. Children with disabilities (IDEIA);
10. Tort liability and risk management;
11. Teacher employment, supervision, and collective bargaining;
12. Teacher constitutional law; and
13. Law, ethics, and educational leadership connection.

**Learning Outcomes**

- Establishes, communicates, and enforces a set of standard operating procedures and routines aligned with district, state, and federal policy;
- Fosters a safe, respectful, and orderly environment for all;
- An ethical and effective instructional leader facilitates professional practice that continually improves student learning;
- Takes measures to actively involve families in the education of their children; and,
- Performs all budgetary and responsibilities with accuracy, transparency, and in the best interest of students and staff.

**EVALUATION/ASSESSMENT**

1. Evaluation of article critique
2. Evaluation of law topic presentation
3. Chapter questions as assigned by professor/class discussion
4. Problem-Based case studies/Letter to School Director
5. Class participation/Observation

V. METHODS OF INSTRUCTION
Lecture; class discussion; collaborative and individual assignments; presentations, case study resolution, web-enhanced activities, etc.

VI. INFORMATION LITERACY/TECHNOLOGICAL RESOURCES

Technology
Incoming students must be computer literate, able to use software for e-mail, word processing, web browsing, and information retrieval. Students must have access to the internet for communicating with instructors and accessing learning resources. Computer access must be available on a personal computer.

Turn-it-in
Portions of EDUC 697 (Research Project) will be required to be submitted to Turn-It-In, the computer program designed for checking literature duplication. Submitting additional course work to Turn-It-In is at the instructor’s discretion. Instructions will be available early in the semester on the Graduate Education Office webpage.

LiveText
Each student will be required to establish an account with the LiveText program by the second class session. LiveText is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work online using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. Specific instructions will be distributed on a separate handout at your first class session. LiveText may be purchased online at http://college.livetext.com or through the LMU Bookstore. LiveText Help is available on the Graduate Office web page – see the web page address on the previous page.

Library Resources
The Carnegie-Vincent Library provides access to three outstanding databases in the Education field: ERIC, the Educational Resource Information Center, the premier database for education related journal articles and documents containing over one million citations and links to more than 100,000 documents in full-text; Professional Collection, a custom selection of more than 300 full text periodicals for educators covering the subject areas of “health and fitness, school law, drug and alcohol abuse, learning disabilities, sports, arts and humanities, social sciences, and psychology”; and ProQuest Education Journals database which contains access to 760 leading journals of which over 600 are in full-text. Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan.

VII. UNIVERSITY POLICIES:

STUDENTS WITH DISABILITIES POLICY: As a rule, all students must read and comply with standards of the LMU Student Handbook and LMU catalogue. Any student seeking assistance in accordance with the Americans Disabilities Act (1990 as amended) should contact the ADA Coordinator, Dan Graves, with regard to required documentation and in order to make appropriate arrangements. Contact information: Grant Lee 104 dan.graves@lmunet.edu and/or 423.869.6531 (800-325-0900 ext. 6531).

COUNSELING: LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The counseling offices are located in Grant Lee 102. The Director of Counseling, Jason Kishpaugh, can be contacted at jason.kishpaugh@lmunet.edu and/or 423.869.6401 (800-325-0900 ext. 6401).

DISCRIMINATION, SCHOLASTIC DISHONESTY, CHEATING, AND PLAGIARISM POLICIES can be found in the student handbook: LMU’s website: http://www.lmunet.edu/student-life/handbooks.

COURSE EVALUATIONS: In addition to meeting degree requirements specified in the graduate and undergraduate catalogs, all students are required to complete University-administered course evaluations.

OUTCOMES ASSESSMENT TESTING: Degree requirements include participating in all outcomes assessment testing (e.g., general education assessment, major field tests, etc.) and activities when requested. Students may be required to
complete one or more questionnaires and to take one or more standardized tests to determine general educational achievement as a prerequisite to graduation (see appropriate catalog for additional information).

**LMU’S INCLEMENT WEATHER POLICY** can be found at the following link to LMU’s website: [http://www.lmunet.edu/student-life/weather-cancellation-notification](http://www.lmunet.edu/student-life/weather-cancellation-notification). Students should check their LMU email during delays/closures to receive information from individual faculty regarding potential assignments and/or other course information.

**INSTRUCTIONAL CONTINUITY IN CASE OF CAMPUS CLOSURE:** Faculty and students should expect scheduled instruction to continue even if class meetings are cancelled due to weather, epidemic illness, or other factors. Students will be required to complete alternate instructional activities online as directed by the course instructor.

**FOR ALABAMA STUDENTS:**

Alabama Commission on Higher Education Disclaimer Statement

State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama’s test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as an administrator in a P-12 school system(s). [www.alsde.edu](http://www.alsde.edu)

VIII. **MISSION STATEMENTS:**

**Lincoln Memorial University Mission Statement** can be found at the following link to LMU’s website: [http://www.lmunet.edu/about/mission.shtml](http://www.lmunet.edu/about/mission.shtml).

**Carter & Moyer School of Education Mission Statement:** [http://www.lmunet.edu/education/about/Unit%20Conceputal%20Framework%202011.pdf](http://www.lmunet.edu/education/about/Unit%20Conceputal%20Framework%202011.pdf) (Page 6)

**Carter & Moyer Graduate School of Education Mission Statement:** [http://www.lmunet.edu/education/FINAL%20Graduate%20Education%20Catalog.pdf](http://www.lmunet.edu/education/FINAL%20Graduate%20Education%20Catalog.pdf) (Page 11)

**Instructional Leadership Mission Statement:** [http://www.lmunet.edu/education/FINAL%20Graduate%20Education%20Catalog.pdf](http://www.lmunet.edu/education/FINAL%20Graduate%20Education%20Catalog.pdf) (Page 31)

**MED CG (School and Mental Health Counseling) Mission Statement:** [http://www.lmunet.edu/education/FINAL%20Graduate%20Education%20Catalog.pdf](http://www.lmunet.edu/education/FINAL%20Graduate%20Education%20Catalog.pdf) (Page 29)

**Curriculum and Instruction Mission Statement:** [http://www.lmunet.edu/education/FINAL%20Graduate%20Education%20Catalog.pdf](http://www.lmunet.edu/education/FINAL%20Graduate%20Education%20Catalog.pdf) (Page 32)

**Educational Leadership Mission Statement:** [http://www.lmunet.edu/education/FINAL%20Graduate%20Education%20Catalog.pdf](http://www.lmunet.edu/education/FINAL%20Graduate%20Education%20Catalog.pdf)

**COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES) AND EVALUATION METHODS**

IX. **COURSE OUTLINE/ASSIGNMENT/UNITS OF INSTRUCTION OR CLINIC SCHEDULE:**

Candidate Outcome 4: Resource Management

Candidates who complete the program are Ethical leaders who facilitate the development of highly effective learning community through enlisting the support or diverse stakeholders and resources which are aware of the school’s mission, vision, and goals and are involved in school improvement decisions; guided by district, state, and Federal guidelines and accurate, transparent budgetary policies and procedures.

Candidates Outcome 5: Educational Advocacy
Candidates who complete the program are ethical leaders who apply knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families and caregivers; acting to influence local, district, state, and national decisions affecting student learning in the school environment and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

TILS D Resource Management
ELCC 3 - Management of organizations, operations, and resources effectively.
ELCC 4 – Collaborates to mobilize resources
ELCC 5 – Acts with integrity, fairly, and ethically
ISTE A, 3 – Promotes environment of professional learning and innovation through the use of technology
ISTE A, 4 – Provides leadership to continually improve the use of information technology and resources.
ISTE A, 5 - Models understanding of social, ethical and legal issues related to a digitally culture.

X. Student Community Engagement: A cornerstone of the University’s mission is service to humanity. As part of the University’s Student Service Initiative, students receiving any form of institutional aid participate in at least 10 hours of service learning per semester. Students are encouraged to network with one another in classroom settings and with instructors and advisors for searching out and creating appropriate service learning projects related to their field of study. For more information visit: http://www.lmunet.edu/student-life/student-service-initiative or contact the Associate Dean of Students, Elise Syoen, at Elise.Syoen@LMUnet.edu

PLAGIARISM
Plagiarism is the presentation of someone else’s words or ideas as one’s own (See APA Publication Manual, 6th ed., pp.15-16). One of the most common forms of plagiarism is the paraphrasing of several phrases, sentences of ideas in a paragraph with only one citation at the end of the paragraph, resulting in confusion between the cited content and the researcher’s own words or ideas. Another common form is the practice of substituting words or phrases while retaining the original author’s form and structure.

Plagiarism in any form is one of the most egregious violations of professional ethics an author can commit. Submission of plagiarized material, even by accident or ignorance, is a severe infraction of the professional ethical code and can result in expulsion from the program. To avoid plagiarism:

XI. Each instructor may modify course outline as needed but shall include all assignments listed in Section IV.

Class Meeting I

Introduction of course, overview of syllabus, text, etc. – Professor

• Group presentations of law topic (KA#2) as assigned by professor

Assignments:

○ Key Assignment #1: Critique of Creating a Community of Difference by Shields via LiveText
○ Read chapters in text and participate in out of class discussions in PLC groups

Class Meeting II

• Group presentations of law topic (KA#2) as assigned by professor
• Submit and discuss Shields article

Assignment:

○ Read chapters in text and participate in out of class discussions in PLC groups

Class Meeting III

• Group presentations of law topic (KA#2) as assigned by professor
• Discussion of problem-based scenario - Stupid Cupid and Dayton’s on-line video. Share letters to school superintendent/director or school board chair.
Class meeting IV

- Key Assignment #2: Group presentations of law topic (KA#2) as assigned by professor
- Exit Interview
Revised Tennessee Instructional Leadership Standards (2013)

**Standard A: Instructional Leadership for Continuous Improvement**
An ethical and effective instructional leader facilitates professional practice that continually improves student learning.

**Indicators:**
1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for continuous improvement.
2. Builds capacity of educators to provide all students a rigorous curriculum, aligned with national standards.
3. Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.
4. Leads educators to develop and execute interventions to address all students’ learning needs, grounded in multiple sources of data (academic, social, and/or emotional).
5. Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.

**Standard B: Culture for Teaching and Learning**
An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.

**Indicators:**
1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for a culture conducive to teaching and learning.
2. Leverages educator strengths to engage all students in meaningful, relevant learning opportunities.
3. Fosters a safe, respectful, and orderly environment for all.
4. Takes measures to actively involve families in the education of their children.
5. Models and communicates expectations for individual and shared ownership of student, educator, and school success.
6. Recognizes and celebrates improved educator and student performance related to school vision and goals.

**Standard C: Professional Learning and Growth**
An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.

**Indicators:**
1. Collaborates with stakeholders to communicate a clear, compelling vision for professional learning and growth.
2. Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.
3. Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.
4. Engages faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the Tennessee Standards for Professional Learning.
5. Collaborates with others to induct, support, retain and/or promote effective educators based on evidence of student and educator outcomes.
6. Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the Tennessee Teacher Leadership Standards.

**Standard D: Resource Management**
An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.

**Indicators:**
1. Strategically utilizes community resources and partners to support the school’s mission, vision, and goals.
2. Includes a diverse set of educators and stakeholders in school improvement decisions.
3. Establishes, communicates, and enforces a set of standard operating procedures and routines aligned with district, state, and federal policy.
4. Performs all budgetary and responsibilities with accuracy, transparency, and in the best interest of students and staff.
International Society for Technology Education (ISTE A) Standards for Administrators

1. **Visionary Leadership** - Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.
   a. Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders
   b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision
   c. Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

2. **Digital Age Learning Culture** - Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.
   a. Ensure instructional innovation focused on continuous improvement of digital-age learning
   b. Model and promote the frequent and effective use of technology for learning
   c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners
   d. Ensure effective practice in the study of technology and its infusion across the curriculum
   e. Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration

3. **Excellence in Professional Practice** - Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.
   a. Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration
   b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology
   c. Promote and model effective communication and collaboration among stakeholders using digital age tools
   d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning

4. **Systemic Improvement** - Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.
   a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources
   b. Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning
   c. Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals
   d. Establish and leverage strategic partnerships to support systemic improvement
   e. Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning

5. **Digital Citizenship** - Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.
   a. Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners
   b. Promote, model and establish policies for safe, legal, and ethical use of digital information and technology
   c. Promote and model responsible social interactions related to the use of technology and information
   d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools
ELCC Standards

1.0 Candidates who complete the program are educational leaders who have the knowledge and ability to provide the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning.
   1.1 Develop a Vision
   1.2 Articulate a Vision
   1.3 Implement a Vision
   1.4 Steward a Vision
   1.5 Promote Community Involvement in the Vision.

2.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
   2.1 Promote Positive School Culture
   2.2 Provide Effective Instructional Program
   2.3 Apply Best Practice to Student Learning
   2.4 Design Comprehensive Professional

3.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
   3.1 Manage the organization
   3.2 Manage Operations
   3.3 Manage Resources

4.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interest and needs, and mobilizing community resources.
   4.1 Collaborates With Community and Other Family Members
   4.2 Respond to Community Interests and Needs
   4.3 Mobilize Community Resources

5.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting fairly, with integrity, and in an ethical manner.
   5.1 Acts with Integrity
   5.2 Acts Fairly
   5.3 Acts Ethically

6.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
   6.1 Understand the Larger Context
   6.2 Respond to the Larger Context
   6.3 Influence the Larger Context

7.0 Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.
   7.1 Substantial
   7.2 Sustained
## Critical Thinking Rubric

<table>
<thead>
<tr>
<th></th>
<th>4 Capstone (4.000 pts)</th>
<th>3 Milestones (3.000 pts)</th>
<th>2 Milestones (2.000 pts)</th>
<th>1 Benchmark (1.000 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summarization of Context and Purpose</strong> (1.000, 20%) LMU-TILS-A,B</td>
<td>Demonstrates a thorough understanding of context /purpose and summarizes appropriately.</td>
<td>Demonstrates adequate consideration of context / purpose and summarizes appropriately.</td>
<td>Demonstrates awareness of context and purpose /summarizes appropriately.</td>
<td>Demonstrates minimal attention to context / purpose and summarizes appropriately.</td>
</tr>
<tr>
<td><strong>Influence of context and assumptions</strong> (1.000, 20%) LMU-TILS-2013. A,B,D</td>
<td>Thoroughly (systematically and methodically) analyzes own and others’ assumptions and carefully evaluates the relevance of contexts when presenting a position.</td>
<td>Identifies own and others’ assumptions and several relevant contexts when presenting a position.</td>
<td>Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others’ assumptions than one’s own (or vice versa).</td>
<td>Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.</td>
</tr>
<tr>
<td><strong>Student’s position (perspective, thesis/hypothesis)</strong> (1.000, 20%) LMU-TILS-2013 .C,D ELCC 3,4,6 ISTES A 5</td>
<td>Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others’ points of view are synthesized within position (perspective, thesis/hypothesis).</td>
<td>Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others’ points of view are acknowledged within position (perspective, thesis/hypothesis).</td>
<td>Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.</td>
<td>Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.</td>
</tr>
</tbody>
</table>
## Conclusions

<table>
<thead>
<tr>
<th>Control Syntax Mechanic</th>
<th>Control Syntax Mechanic</th>
<th>Control Syntax Mechanic</th>
<th>Control Syntax Mechanic</th>
<th>Control Syntax Mechanic</th>
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</thead>
<tbody>
<tr>
<td>Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free.</td>
<td>Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.</td>
<td>Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.</td>
<td>Uses language that sometimes impedes meaning because of errors in usage.</td>
<td></td>
</tr>
</tbody>
</table>

## Citations

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# KA #2 Oral Communication Rubric

by Carter & Moyers School of Education

## Assessment EDUC 651 Law and Finance/Law Topic Presentation Rubric

### Oral Communication

<table>
<thead>
<tr>
<th>Organization (1.000, 20%)</th>
<th>4 Capstone (4.000 pts)</th>
<th>3 Milestones (3.000 pts)</th>
<th>2 Milestones (2.000 pts)</th>
<th>1 Benchmark (1.000 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LMU-TILS A,C ELCC 1,4,6</td>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.</td>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.</td>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.</td>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language (1.000, 20%)</th>
<th>4 Capstone (4.000 pts)</th>
<th>3 Milestones (3.000 pts)</th>
<th>2 Milestones (2.000 pts)</th>
<th>1 Benchmark (1.000 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LMU-TILS A,C ELCC 6</td>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation. Language in presentation is appropriate to audience.</td>
<td>Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.</td>
<td>Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is not appropriate to audience.</td>
<td>Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Delivery (1.000, 20%)</th>
<th>4 Capstone (4.000 pts)</th>
<th>3 Milestones (3.000 pts)</th>
<th>2 Milestones (2.000 pts)</th>
<th>1 Benchmark (1.000 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LMU-TILS A,B,C ELCC 4,6</td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.</td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.</td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.</td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Material (1.000, 20%)</th>
<th>4 Capstone (4.000 pts)</th>
<th>3 Milestones (3.000 pts)</th>
<th>2 Milestones (2.000 pts)</th>
<th>1 Benchmark (1.000 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LMU-TILS A,B,C ELCC 4,6</td>
<td>A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities)</td>
<td>Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities)</td>
<td>Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities)</td>
<td>Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities)</td>
</tr>
<tr>
<td>Relevant authorities) make appropriate reference to information or analysis which significantly supports the presentation or establishes the presenter's credibility/authority on the topic.</td>
<td>Make appropriate reference to information or analysis which generally supports the presentation or establishes the presenter's credibility/authority on the topic.</td>
<td>Make appropriate reference to information or analysis which partially supports the presentation or establishes the presenter's credibility/authority on the topic.</td>
<td>Relevant authorities) make reference to information or analysis which minimally supports the presentation or establishes the presenter's credibility/authority on the topic.</td>
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</table>
| **Central Message**  
(1.000, 20%)  
LMU-TILS-A  
ELCC 3,4 | Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.) | Central message is clear and consistent with the supporting material. | Central message is basically understandable but is not often repeated and is not memorable. | Central message can be deduced, but is not explicitly stated in the presentation. |