



Ed.D. in Educational Leadership Program

Signature Assignment for EDLD 723

Proposal for New Legislation or Policy Paper

Student Learning Outcome(s) Assessed:

SLO #5: Students demonstrate foundational and practical knowledge to incorporate ethical, legal, and professional behaviors to increase equitable educational opportunities and academic achievement for all students.

Description of the Signature Assignment

Candidates explore an area of controversy of particular interest. The focus is on a key issue where education law (either state or national focus) can be applied. Candidates provide an overview of relevant law as well as present a proposal for a change in the existing legal structure related to their area of interest/controversy.

Directions for Students

This paper is designed to provide an opportunity to explore an area of controversy of particular interest to you. The focus should be on a key issue where education law (either state or national focus) can be applied. You are required to provide an overview of relevant law as well as present a proposal for a change in the existing legal structure related to your area of interest/controversy.

The entire paper should be built around a plan for a new policy, statute, or constitutional amendment. The paper should be approximately 50% argument of the current controversy and the relevant law, and 50% argument for your proposed change documenting both the legal and policy implications of your proposed change.

Paper Outline

- A. Introduction to the Problem and Statement of Your Position
- B. Overview of Applicable Law – Cases, Statutes, and/or Constitutional Provisions
- C. Presentation of Your Plan for Changes in the Law which includes one of the following:
 1. A proposal for a new constitutional amendment OR
 2. A proposal for a new statute OR
 3. A proposal for a new policy
- D. Legal and Policy Support for Your Plan
 1. Describe how your plan is consistent with prior legal doctrine
 2. Describe how your plan is supported by public policy considerations in relation to:
 - a. The Purpose of Education
 - b. Society as a Whole
 - c. The Impact of your Plan on the Day-to-Day Operations of an Educational Institution
- E. Conclusion
 1. Include a commentary on the likelihood your proposal would be accepted. Provide the rationale for your reasoning.

Scoring Rubric:

Criteria	Exemplary		Noteworthy			Adequate				Inadequate
Introduction to the Problem and Statement of Your Position	The specific problem is clearly and succinctly described within the context of the larger or bigger picture; the position is clear and unambiguous. There is no question about what is being advocated and why. Written in a compelling fashion; makes the reader want to support the issue without question.		Problem is described within the larger picture. The position is clearly stated but may not be as obvious or as forceful as in exemplary category. Reader wants to support position, but has unanswered questions.			Problem is vague; it is difficult to ascertain the larger issue in which the problem is situated. Not very persuasive; not sure about the importance of the problem that would warrant a legislative or policy change.				
	6	5	4	3	2	1				
Overview of Applicable Laws	Includes the constitutional supports, cases, and statutes and policies that relate well to the problem under investigation. Enhances the problem statement and extends its relevance. Makes relevant links between the two. Legal supports are thorough and succinct; totally on point.		Legal supports included but may not all relate well to the problem under investigation. Links are not as obvious but clearly there.			Legal supports are minimally described; may not be relevant. Important points may be missed that would have supported the position taken.				
	3		2			1				
Presentation of the Plan for Change	Clearly describes the actual plan to advance the proposed change to the constitution, statute, or policy. The major issues to consider when advancing the plan are succinctly discussed. This is the "How" section.		Describes the plan to move the proposed change to the constitution, statute, or policy. The issues to consider when advancing the plan are discussed.			Description of the plan to move the proposed change to the constitution, statute, or policy forward is sketchy or minimal. The issues to consider when advancing the plan are discussed are off point, or non-existent.				
	3		2			1				
Legal and Policy Supports – How Plan is Consistent with legal doctrine; Public Policy Considerations	Each area of the prompt is thoroughly addressed – there are at least two examples of prior legal doctrine presented and well summarized. The linkages between the proposed change and the purpose of education, impact on society as a whole and on the practical operations on educational institutions are tightly coupled. Reader is left either convinced or highly persuaded that the proposed change is indeed significant in relation to the elements in this section of the prompt.		Each area of the prompt is addressed. Prior legal doctrine is summarized. Linkages between the proposed change and remaining areas of the prompt are addressed; may not be as thorough or as compelling as in exemplary category.			Legal doctrine is limited or notably absent. Linkages between proposed change are loose, some missing, or not addressed at all.				
	9	8	7	6	5	4	3	2	1	0
Conclusion	Direct, brief, and succinct summarization of the position and major points presented. Well crafted, logical conclusion to the entire proposed legislation.		Conclusion summarizes position. Provides a natural ending to the proposed legislation.			Conclusion included but does not summarize the paper very well. Few linkages between what was said before and the concluding narrative.				
	6	5	4	3	2	1			0	
Doctoral Level Writing including proper APA style	Well organized, concise, easy to follow. Error free! ☺		Somewhat well organized, somewhat easy to follow. 1-2 errors.			Not well organized, not easy to follow, confusing. More than 3 errors.				
	3		2			1				0
Total Points										/30

Legend

Total Points	College of Education Assessment Scale Equivalent
27-30	4 (Exceeds Expectations)
24-26	3 (Meets Expectations)
21-25	2 (Meets Some Expectations)
18-20	1 (Does Not Meet Expectations)
0-19	0 (Can't Score)