

**LEAD 7400**  
**LEGAL ISSUES FOR EDUCATIONAL LEADERS**  
**3 Semester Hours**

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**College of Education**  
**Valdosta State University**  
**Department of Educational Leadership**

**Conceptual Framework: Guiding Principles**

**Dispositions** Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

**Equity** Principle: All learners deserve high expectations and support.

**Process** Principle: Learning is a lifelong process of development and growth.

**Ownership** Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

**Support** Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

**Impact** Principle: Effective practice yields evidence of learning.

**Technology** Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

**Standards** Principle: Evidence-based standards systematically guide professional preparation and development.

**Required Text**

LaMorte, Michael. *School Law: Cases and Concepts*. 9th ed. Allyn and Bacon, 2008. Selected articles and cases on education law on CD.

Paterson, Frances and Joe Beckham. *The Georgia School Administrator's Legal Guide*. Omni Publishers, 2008.

**Other Resources**

Access to *Publication Manual of the American Psychological Association*. 5th ed.

**Course Description**

This course is intended to familiarize students with case and statutory laws that have implications for school administration with emphasis on the legal framework of public education, the separation of church and state and the public schools, the desegregation of public schools, teachers' rights and responsibilities, and students' rights and responsibilities.

*Positively Impacting Learning through Evidence-Based Practices*

## **College of Education Conceptual Framework Standards - (ELLC Standards)**

- \*1. \*The educational leader facilitates the development, articulation, implementation, and stewardship of a vision of learning supported by the school community.
- \*2. \*The educational leader advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.
- \*3. \*The educational leader ensures management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
- \*4. \*The educational leader collaborates with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- \*5. \*The educational leader acts with integrity, fairness, and in an ethical manner.
- \*6. \*The educational leader understands, responds to, and influences the larger political, social, economic, legal, and cultural context.
- \*7. \*The educational leader synthesizes and applies knowledge and skills in 1-6 in real settings under the guidance of university supervisors and school personnel.

## **Course Objectives**

Educational leaders should be able to:

1. Define legal terms as used by courts in rendering decisions.
2. Identify the sources of law which affect educational institutions in the United States.
3. Identify landmark court decisions that establish policy for schools in the United States.
4. Have a fundamental understanding of case analysis and an appreciation of the legal arguments related to major issues in school law.
5. Understand that law involves concepts of equity and justice for all populations with a diverse educational setting.
6. Understand the meaning of rights for students and teachers as provided by the United States Constitution, Georgia constitution, and federal and state statutes.
7. Know the state and local laws which apply to public schools as explained in Public School Standards, The Quality Basic Education Act of 1985, and Georgia School Laws.

8. Relate topics/issues in school law to the appropriate standards of the Georgia Code of Ethics for Educators.
9. Know the fundamental legal principles underlying the hiring, employment, discipline and dismissal of certificated and noncertificated staff.
10. Interpret legal decisions as handed down by federal and state courts when applied to educational institutions.
11. Apply rulings and court decisions to local situations in educational institutions.

### **Course Activities/Requirements/Assignments**

Class work assignments

Briefs (completion graded)

Narrated PowerPoints Quick-Thinks (completion graded)

Case matrix (teacher termination)

Legal research project

Administrator interview

Quizzes (legal terminology)

Examinations

### **Course Evaluation**

Class work assignments	20% <sup>1</sup>
Administrator interview	20% <sup>2</sup>
Mid-term examination	25%
Quiz #1 (legal terms/APA)	5%
Quiz #2 (legal terms)	5%
Final examination	25%

### **Attendance Policy**

Graduate students are expected to attend all class sessions, to review assigned reading prior to class sessions, and to actively participate in class discussions, projects and activities.

Late assignments receive only half credit. If you find you must miss class, then mail, within 24 hours of class date, any assignments due to the instructor at 4201 Thornwood Way, Valdosta, GA 31602-6723. If assignment is mailed within 24 hours, then it will receive full credit

### **Dewar College of Education**

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<sup>1</sup> Includes completion of two case briefs (*Engel, Duncanville*, and discussion of code of ethics violation in state bd. of educ. teacher termination case (student's choice)), narrated PowerPoint Quick-Thinks, case matrix, and legal research assignment. See schedule of classes for due dates. Each assignment is worth 10 points, except legal research assignment which is worth 20 points. Combined this group of assignments is worth 20% of your final grade.

<sup>2</sup> S/U graded (where S=100 and U=75).

## POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website

(<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

### FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

### SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or

subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

### **Special Needs Statement**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

### **Instructor**

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