

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Adult and Career Education**

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**ACED 3650  
Ethics and Liability in Adult & Career Education  
3 SEMESTER HOURS**

**Guiding Principles (DEPOSITS)**

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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.

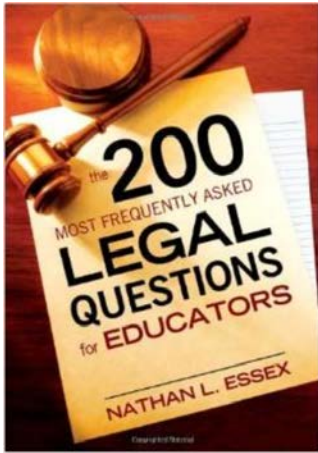
Standards Principle: Evidence-based standards systematically guide professional preparation and development.

**COURSE DESCRIPTION**

Investigation of professional ethics, legal and liability issues in adult and career education settings. This course focuses on the element of planning fair and equitable learning environments and addressing instructor and student legal responsibilities and liability issues.

**REQUIRED TEXTBOOKS**

Essex, N.L. (2009), *The 200 Most Frequently Asked Legal Questions for Educators*, Skyhorse Publishing, Inc., New York, NY.



ISBN: 978-1-61608-700-5

### **COURSE OBJECTIVES:**

Upon completion of this course, the student will be able to:

1. Explain the basic American system of law, the role and structure of the judicial system and the litigation process;
2. Describe how basic legal research and analysis is conducted;
3. Explain contracts, validity of assent, breach of contract action and remedies;
4. List and describe various laws that affect adult and career education such as negligence, defenses to negligence claims, educational malpractice, negligent misrepresentation, defamation, special requirements for claims against public entities and management of risks;
5. Compare and contrast tort law and constitutional law as they apply to adult and career education;
6. Explain the issues related to nondiscrimination law, sexual harassment laws and disability laws as applied to adult and career education settings;
7. Describe the legal ramifications as applicable to published documents, classroom management, student safety, FERPA, parental rights and challenges, and disclosure of records;
8. Explain the liabilities related to work-based learning experiences and the conduct of student organization activities;
9. Describe the liabilities related to school violence and measures adult and career educators are obliged to take to reduce its incidence;
10. Explain the legal issues associated with discipline and dismissal of employees, unemployment compensation leave, collective bargaining, and workers' compensation;

### **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

#### **REFLECTIONS**

Reflection is a big part of the learning cycle. Here is how it works. At the end of each session, you will post a response to the class blog reflecting on what you have learned. Treat this class like a job. You are to be prepared with completed assignments and participate in discussion.

## **FORUMS**

Each week you will participate in an online class discussion forum. All discussion forums take place asynchronously on the class Discussion Board.

Online discussions provide an opportunity for you to interact with your classmates. During this aspect of the course, you respond to prompts that assist you in developing your ideas, you share those ideas with your classmates, and you comment on their posts. Discussion board interactions promote development of a community of learners, critical thinking, and exploratory learning.

Please participate in online discussions as you would in constructive face-to-face discussions. You are expected to post well-reasoned and thoughtful reflections for each item, making reference, as appropriate, to your readings. You are also expected to reply to your classmates' posts in a respectful, professional, and courteous manner. You may, of course, post questions asking for clarification on a topic.

## **LEARNING ACTIVITIES**

The application assignments are an opportunity for you to transfer new knowledge and skills to an authentic context. Each Application Assignment requires independent reflection, analysis, synthesis, and personalization of the concepts and strategies presented during the course.

## **SCENARIOS**

You will be given ethical and legal scenarios to review. Using the guiding questions for each scenario, you will discuss each scenario with your team. You will present your findings to the class by preparing a ten-minute presentation using one of the online presentation tools.

## **TEAM LIABILITY PRESENTATION**

Your team will research and make a class presentation on an assigned legal issue.

## **FINAL EXAM**

A final exam will consist of essay questions based on course readings and class discussion.

## **CRITICAL REFLECTION**

You will assess your learning process by answering a series of questions.

## **COURSE EVALUATION**

Grades will be assigned for the course according to the student's performance on required activities and according to a point system. To receive the desired grade in this course, students must satisfactorily (to the satisfaction of the student and the instructor) complete the following activities:

Activity	Point Value	# of Occurrences	Total Points	
Reflections	9	6	54	Rubric
Forums	16	6	96	Rubric
Learning Activity	100	8	800	Rubric
Scenarios (Teams)	100	3	300	Rubric
Mini Case Scenario	300	1	300	Rubric
Final Exam	100	1	100	
Critical Reflection	50	1	50	

## GRADING SCALE

1530 - 1700 = A  
1359 - 1529 = B  
1188 - 1358 = C  
1017 - 1187 = D  
Below 1017 = F

## ATTENDANCE POLICY

Attendance is required; however, if you cannot attend the scheduled Blackboard sessions, you should contact your instructor prior to class.

## PROFESSIONALISM

All students are expected to perform and act in a professional manner at all times. This includes personal and electronic interaction with other students, professors, and consultants who work with the program. Students are expected to complete all assignments on time and to stay in frequent contact with their instructors. The student should maintain a backup copy of all submitted assignments. In the case of confusion or unclear expectations, the student should contact the instructor to clarify the issue.

## DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

## ACCESSIBILITY 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 age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment

**Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.**

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: [access@valdosta.edu](mailto:access@valdosta.edu).

**STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.