

**Dewar College of Education and Human Services
Valdosta State University
Department of Curriculum, Leadership, and Technology
LEAD 7210
Ethics and Law
1 Semester Hour**

Conceptual Framework: 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.

InTASC Model Core Teacher Standards*

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf*

REQUIRED TEXTBOOKS

The link for the Georgia Professional Standards Commission, the Georgia Code of Ethics for Educators, and other pertinent professional ethics codes will be provided on BlazeView, as will supplemental readings and materials in the course.

Publication Manual of the American Psychological Association (6th Ed.). NOTE: This is **STRONGLY** recommended if you do not already have access to a copy, as you will be held accountable for correct APA citation and reference protocols.

COURSE DESCRIPTION

According to the most recent data, there are approximately 135,000 certified educators in the state's elementary, middle, and secondary schools, as well as the three state schools for the blind and the deaf (Georgia Professional Standards Commission, 2013). Additionally, according to the American Speech-Language-Hearing Association (2013), approximately 54% of all Speech Language Pathologists work in a P-12 educational setting. All of these educators, whatever their specific roles and responsibilities, are legally and morally bound to follow the Georgia Code of Ethics for Educators. While the vast majority of these teachers, administrators, and service professionals conduct themselves in an appropriate and ethical manner, every year the Georgia Professional Standards Commission (PSC) must adjudicate instances where educators have violated one or more of the standards contained in the Georgia Code of Ethics for Educators. In some cases, the violations were egregious, but other cases involved personnel who were trying to act in good faith but made the wrong decisions regarding the ethical dilemmas with which they were faced. Additionally, violations that educators commit under the Georgia Code of Ethics frequently constitute violations of professional ethics for such organizations as the American Speech-Language Hearing Association and the Council for Exceptional Children. Moreover, since many service professionals, such as Speech/Language Pathologists, either are directly employed by school districts or are contracted to school districts, they are expected to follow the Georgia Code of Ethics for Educators as well as their

professional codes. As a result, these professionals may not only face professional sanctions for ethical violations, but may suffer financial loss as well.

Further complicating matters for educators are the myriad legal issues involved with working in the school setting. These matters range from educator speech, to privacy matters, to liability issues to compliance with legislative mandates such as the Americans with Disabilities Act. When educators breach legal and the attendant ethical issues, they may do so unwittingly, but the repercussions are often serious and career-changing (or career ending) for those involved.

This class will offer a brief overview of the major statutes affecting educational and educational-related areas as well as ethical decision-making practices. Particular emphasis will be placed on information about professional ethics and behavior appropriate to educational and educationally-related settings. Thus, while there will be opportunities to investigate other professional ethics, the course will center primarily upon the Georgia Code of Ethics for Educators.

References

American Speech-Language-Hearing Association (2013). *Careers in speech pathology. Speech-language pathology: Many careers, many rewards*. Retrieved from:

<http://www.asha.org/careers/professions/careers-in-speech-language-pathology/>

Georgia Professional Standards Commission (2013). *Ethics. Maintaining a safe learning experience for all students*. Retrieved from: <http://www.gapsc.com/Ethics/Home.aspx>

COURSE OBJECTIVES (CO):

Candidates will:

1. Understand the philosophical and theoretical foundations of applied ethics and how they relate to professional education practices, generally and in their specific educational fields. . (CPL 1.1, 1.2, 1.3, CPL 2.1, 2.2, 2.3, CPL 3.1, 3.2, 3.3, EDL1.1, 1.2, 1.3, EDL 2.1, 2.2, 2.3, CPL 3.1, 3.2, 3.3) (CFS III, VI)
2. Understand and appreciate the relationship between the concept of a public trust and the ethical and legal responsibilities of a professional relationship. . (CPL 1.1, 1.2, 1.3, CPL 2.1, 2.2, 2.3, CPL 3.1, 3.2, 3.3, EDL1.1, 1.2, 1.3, EDL 2.1, 2.2, 2.3, CPL 3.1, 3.2, 3.3) (CFS II, III, V)
3. Compare and contrast the nature of ethical rules governing educators and other professions as well as between educators in Georgia and other states. (CPL 1.1, 1.2, 1.3, CPL 2.1, 2.2, 2.3, CPL 3.1, 3.2, 3.3, EDL1.1, 1.2, 1.3, EDL 2.1, 2.2, 2.3, CPL 3.1, 3.2, 3.3) (CFS VI)
4. Identify the statutory authority underlying the Georgia Professional Standards Commission and the Georgia Code of Ethics for Educators. (CPL 1.1, 1.2, 1.3, CPL 2.1, 2.2, 2.3, CPL 3.1, 3.2, 3.3, EDL1.1, 1.2, 1.3, EDL 2.1, 2.2, 2.3, CPL 3.1, 3.2, 3.3) (CFS VI)
5. Understand the mission, responsibilities, and procedures of the Georgia Professional Standards Commission and Professional Practices Section. (CPL 1.1, 1.2, 1.3, CPL 2.1, 2.2, 2.3, CPL 3.1, 3.2, 3.3, EDL1.1, 1.2, 1.3, EDL 2.1, 2.2, 2.3, CPL 3.1,3.2, 3.3) (CFS VI)
6. Understand and apply ethical standards of professional organizations, credentialing bodies, and the application of ethical and legal considerations in their field. (CPL 1.1, 1.2, 1.3, CPL 2.1, 2.2, 2.3, CPL 3.1, 3.2, 3.3, EDL1.1, 1.2, 1.3, EDL 2.1, 2.2, 2.3, CPL 3.1, 3.2, 3.3)
7. Understand how the Code of Ethics applies to actual situations involving Georgia educators. (CPL 1.1, 1.2, 1.3, CPL 2.1, 2.2, 2.3, CPL 3.1, 3.2, 3.3, EDL1.1, 1.2, 1.3, EDL 2.1, 2.2, 2.3, CPL 3.1, 3.2, 3.3) (CFS VI)

8. Relate how the various provisions within the ethical codes apply to ethical principles in educational practices, both generally and in candidates' specific educational fields. (CPL 1.1, 1.2, 1.3, CPL 2.1, 2.2, 2.3, CPL 3.1, 3.2, 3.3, EDL1.1, 1.2, 1.3, EDL 2.1, 2.2, 2.3, CPL 3.1, 3.2, 3.3) (CFS II, III, VI)
9. Identify and understand fundamental legal issues in education that relate to ethical professional practice. . (CPL 1.1, 1.2, 1.3, CPL 2.1, 2.2, 2.3, CPL 3.1, 3.2, 3.3, EDL1.1, 1.2, 1.3, EDL 2.1, 2.2, 2.3, CPL 3.1, 3.2, 3.3) (CFS VI)
10. Identify and understand the changes and trends in educator ethics that will impact ethical practice, particularly as they involve technology and assessment. (CPL 1.1, 1.2, 1.3, CPL 2.1, 2.2, 2.3, CPL 3.1, 3.2, 3.3, EDL1.1, 1.2, 1.3, EDL 2.1, 2.2, 2.3, CPL 3.1, 3.2, 3.3) (CFS II, III, V)

REQUIRED TEXTBOOKS/ RESOURCE MATERIALS

None

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Class Policies and Expectations:

1. Unless otherwise indicated, written assignments will be posted in their assigned "dropbox" in BlazeView.
2. Written assignments must be completed in Microsoft Word (**NOT WORD PERFECT OR ANY OTHER PROCESSING PROGRAM**).
3. Before submitting assignments, be sure they adhere to the following guidelines:
 - a. Double-spaced and in either Times New Roman, Courier, or Arial – 12 point font
 - b. Include the name of the assignment and the name of the authors. When appropriate, written assignments should follow APA (6th ed.) guidelines.
 - c. Document attachment files must end in **.doc** or **.docx** since BlazeView will not read files that end in other suffixes. If you are having difficulties submitting assignments due to technical issues, please contact the IT Helpdesk at 245-HELP for assistance. Assignments that cannot be opened will not be graded.
4. Candidates will conduct themselves in a professional manner at all times. Inappropriate, offensive, or disrespectful behaviors will not be tolerated and offenders will be disciplined according to the policies of the department, the Dewar College of Education, and Valdosta State University.
5. Candidates are expected to actively participate in the course. This includes engagement in discussion boards, timely completion of assignments, and regularly "attending" the class through the BlazeView website. Candidates are expected to keep up with any announcements or changes that occur during the semester. (So, even if you finish posted assignments ahead of time, you should make sure that you stay current with events through the website. You are not "finished" with the course until the end of the term).
6. Candidates should be aware that they are expected in all assignments to cite and reference their sources in APA (6th Ed.) format. Candidates should be aware that attention to citation and references will be a criteria in assignment grading and points will be duly deducted for errors and omissions. Evidence of plagiarism may constitute grounds for action under department, college and university policy.
7. Candidates should be aware that they are expected to demonstrate proficiency in written communication skills. As professionals, candidates are expected to use proper grammatical, stylistic, and orthographic conventions in their writings. Written communicative proficiency will constitute an evaluation criterion in all assignments, and errors in written proficiency will result in a loss of points.

PLEASE NOTE THAT LATE ASSIGNMENTS WILL NOT BE ACCEPTED UNDER ANY CIRCUMSTANCES, INCLUDING TECHNICAL DIFFICULTIES. I realize this may seem somewhat harsh, but experience has shown that the course flows more smoothly for both the students and instructor when deadlines are strictly observed.

Course Assignments and Activities:

Ethical/Legal Scenarios: Candidates will be presented with ethical and legal dilemmas/scenarios based on real-life cases. For each situation, candidates will identify the pertinent ethical issues, relate them to the appropriate laws, codes of ethics (state and professional) and outline an appropriate course of action. The class will “discuss” these scenarios in online discussion boards related to each particular scenario. (CO 1,2,3,4,5,6,7,8)

Online Discussion Boards: Discussion boards will be the major mode of class interaction for this course. To mitigate confusion, new discussion boards will be posted before midnight on the Mondays they are assigned. Candidates and the instructor will participate in each board until Friday at 3pm. The boards will address issues, questions, readings, etc. that pertain to the course. Candidates will be expected to conform to the requirements for posting that will be found on the homepage in BlazeView. When Candidates and the instructor engage in discussion board activities, it is expected that the discourse will be civil and professional in nature. Offensive, rude or unprofessional conduct on the discussion boards will be sanctioned according to instructor and University policies. (CO 1, 2, 6, 7, 8, 9)

Midterm and Final Examinations: There will be a midterm that will be administered online through BlazeView. A review sheet will be posted on BlazeView at least 1 week prior to the administration of the test. The review sheet will outline the format for the midterm, the time limit for the test, and questions and guidelines to assist in preparation for the midterm. The same procedure will be followed for the final. (CO 1, 2, 3, 4, 5, 6, 7, 8, 9)

Legal Case Analysis Candidates will examine 10 Supreme Court cases that are pertinent to educators and have ethical implications. Candidates will provide a description of the relevant facts of the cases, the Court’s holdings, the basis for the Court’s decisions, and the impact on educators and the implications for ethical practice in both the Georgia Code of Ethics for Educators and the professional codes of ethics for the candidates’ respective fields. (CO 2, 3, 7, 8, 9)

Online Assignments From time to time, there will be brief assignments based on the readings or discussions generated in the course. There will be a dropbox provided in BlazeView for these assignments and they should be submitted as Microsoft Word attachments according to the submissions policies outlined above. (CO 1, 2, 3, 4, 5, 6, 7, 8, 9)

Case studies Candidate groups will create case studies that reflect either an ethical dilemma or a legal issue that may occur during the course of educational practice. The groups will analyze the case study, linking the issues in the case study to materials covered in class. Please refer to the instructions posted on BlazeView. (CO 1, 2, 4, 5, 6, 7, 8, 9)

GRADE DISTRIBUTION

Discussion Boards= 30 points

Legal Analysis Assignment=30 points

Ethical/Legal Scenario Assignments=40
Midterm Exam=100 points
Case Study= 100 points
Final Exam=100 points
Course Total=400 points

COURSE EVALUATION

A=400-360 points
B=359-319 points
C=318-278 points
D=277-237 points
F= 236 and below

ATTENDANCE POLICY

According Valdosta State University (2013):

Attendance and participation in online classes may be judged by log-in time, time spent in engaged in online activities, quality and quantity of interaction, quality and quantity of course work, course assessments, and other considerations. Active engagement in the course content, communications, assignments, and assessments according to the requirements and schedule of the course instructor is expected.

It is recognized that class attendance is essentially a matter between students and their instructors. Instructors must explain their absence policy in the course syllabus. All students are held responsible for knowing the specific course requirements as prescribed by their instructors and for the satisfactory make-up of work missed by absences. When students are compelled for any reason to be absent from class, they should immediately contact the instructor. **Students who through lack of participation miss more than 20% of course requirements will be subject to receiving a failing grade in the course.**

Absence problems which cannot be resolved between the instructor and student should be referred immediately to the department head responsible for the course. Discontinuance of class attendance without officially withdrawing from a course is sufficient cause for receiving a failing grade in the course. It is assumed that students will consult with their instructor in a given course before initiating procedures for withdrawing from that course. Students officially withdrawing from a course prior to midterm will receive a "W" for the course. After midterm, in cases of hardship, students may complete a Petition for Withdrawal form which is available in the Office of the Registrar. If the petition is approved, it is the instructor who determines whether the grade awarded is "W" (withdrew passing) or "WF" (withdrew failing). The grade of "WF" is equivalent to an "F" and is calculated in the grade point average as "F".

(Source: Distance Learning, Valdosta State University, http://ww2.valdosta.edu/distance/online_attendance.shtml) It is the instructor's intent that these policies will be followed and enforced. Therefore, online presence and participation are expected for all candidates.

PROFESSIONALISM

STATEMENT ON ACADEMIC INTEGRITY

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Professionalpractices/NEthics.asp>) Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and

reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

☐ In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.

☐ All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

DESCRIPTION OF ACADEMIC DISHONESTY

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest. While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

☐ **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**

☐ **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.

☐ **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.

☐ **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.

☐ **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.

☐ **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

Note: Assignments in this course may be checked electronically for plagiarism.

By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.

DEWAR COLLEGE OF EDUCATION 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 on the Academic Affairs website:

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

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 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 Farber Hall- South. The phone numbers are 229-245-2498 (V/VP) and 229-219-1348 (TTY).

STUDENT SUCCESS CENTER

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@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. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. 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>.

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of

the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

ACCESS STATEMENT

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 Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.