

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Curriculum, Leadership & Technology**

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**LEAD 7420  
Legal Issues/Ethics for Educational Leaders  
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.

**GEORGIA EDUCATIONAL LEADERSHIP STANDARDS**

**Standard 1: Education leaders build a collective vision of student success and well-being.**

Education leaders build consensus among all stakeholders of what students should know and do as a consequence of their schooling, as well as what it means for students to become well-adjusted, contributing members of society. Building such a vision can require reconciling possibly competing perspectives among diverse members of the school community. Based on this vision, leaders plan, implement, monitor, and evaluate impact to promote continuous and sustainable improvement. Leadership Candidate Performances (Georgia Leadership Standards)

**Standard 2: Education leaders champion and support instruction and assessment that maximizes student learning and achievement.**

Education leaders promote the use of rigorous curricula, which set high expectations for students and are aligned to academic standards. They seek to maximize student learning through authentic and differentiated pedagogy, systems of support and effective assessment strategies that inform instruction. They develop and coordinate these systems in ways that create opportunities to personalize the academic program to meet individual student needs. The effectiveness of implementation and the impact of these systems on student learning are evaluated.

**Standard 3: Education leaders manage and develop staff members' professional skills and practices in order to drive student learning and achievement.**

Education leaders support the professional learning of effective, caring teachers and leaders who are able to work with students productively in the classroom and who can collaboratively lead a school or district. Building an effective staff requires careful personnel recruitment, selection, assignment of responsibilities, support, evaluation, and retention. Developing the professional skills of educators involves such activities as coaching, creating supportive conditions, and fostering a professional learning community.

**Standard 4: Education leaders cultivate a caring and inclusive school community dedicated to student learning,**

*Positively Impacting Learning Through Evidence-Based Practices*

**academic success and personal well-being of every student.**

Education leaders create healthy, safe, and supportive school environments in which students are known, accepted, valued, and empowered to reach their fullest potential. Leaders do so by fostering a culture defined by high expectations, trust, and a collective sense of responsibility for the academic, social, and emotional needs of all students.

**Standard 5: Education leaders effectively coordinate resources, time, structures, and roles to build the instructional capacity of teachers and other staff.**

Education leaders strive to ensure that staff has the requisite organizational resources, time, structures and roles to increase student learning and achievement. They think creatively and strategically about class schedules, student and teacher assignments, the use of technology in the classroom, and the allocation of time and space for staff to exchange ideas and collaborate.

**Standard 6: Education leaders engage families and the outside community to promote and support student success.**

Education leaders build and sustain productive relationships with families and other community partners in the government, non-profit, and private sectors. They promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources. They communicate regularly and openly with families and community partners, and seek their input and support for continuous improvement efforts.

**Standard 7: Education leaders administer and manage operations efficiently and effectively.**

Education leaders are responsible for the effective, efficient, equitable, and ethical management of schools and districts. Their responsibilities include garnering and allocating resources, monitoring and addressing internal and external regulatory requirements, developing organizational policies and practices, and other administrative duties that maintain the continued viability of the school or district.

**COURSE DESCRIPTION**

This course provides an overview of the legal structure of education, including liability, constitutional rights, contractual relationships, federal and state regulations, collective actions, and special education rules and policies. Case law and the evolution of the courts as educational policy makers are examined.

**REQUIRED TEXTBOOKS/RESOURCE MATERIALS**

LaMorte, M (2012). *School Law: Cases and Concepts* (10<sup>th</sup> ed.). Boston, MA: Pearson.  
Rebore, Ronald W. (2014). *The Ethics of Educational Leadership* (2<sup>nd</sup> ed.). New York, NY: Pearson, Inc.

**RECOMMENDED RESOURCE MATERIALS**

American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.)

This course utilizes the two required textbooks as a source for assigned readings. In addition to the textbooks, supplemental materials of video clips, articles, case studies, and law reviews will be provided by the instructor. When required, the materials will be identified and provided in BlazeVIEW.

**ONLINE RESOURCE MATERIALS****Web sites**

- <http://www.ljx.com>
- [http://lawinfo.com/legal\\_research/legal\\_research\\_invds.html](http://lawinfo.com/legal_research/legal_research_invds.html)
- <http://www.lawinfo.com/links/federal>
- <http://www.lawinfo.com/links/federal/constitution.html>
- <http://www.law.cornell.edu>
- United States Code: <http://law.house.gov:80/usc.htm>
- Public Laws: <http://thomas.loc.gov>
- Bills: <http://thomas.loc.gov>

- Congressional Record: <http://thomas.loc.gov>
- Code of Federal Regulations: <http://law.house.gov/80/cfr.htm>
- Federal Register: [http://www.access.gpo.gov/su\\_docs/aces/aaces002.html](http://www.access.gpo.gov/su_docs/aces/aaces002.html)
- United States Supreme Court Decisions
  - 1990 - present: <http://www.law.cornell.edu/supct.table.html>
  - 1937 - 1975: <http://www.law.vill.edu/Fed-Ct/fedcourt.html>
- 6th Circuit
  - 1995 - present: <http://www.law.emory.edu/6circuit>
- Western District Kentucky: <http://www.kywd.uscourts.gov/>
- Virginia Tech Library: <http://www.refserver.lib.vt.edu/refhtmln/subjects/law.html>

### **Law Schools/Universities**

- Brigham Young University Education & Law Journal: <http://www.law2.byu.edu/jel/>
- Chicago-Kent College of Law: <http://www.kentlaw.edu>
- Columbia: <http://www.columbia.edu/cu/academics.html>
- Cornell Law School: <http://www.law.cornell.edu>
- Emory Law Library Electronic Reference Desk: <http://www.law.emory.edu/LAW/refdesk/reference/legal>
- Indiana University School of Law: <http://www.law.indiana.edu/law/research/lindiana/html>
- Loyola Law School: <http://www.law.lmu.edu>
- Texas Tech University: <http://bankweb.ttu.edu>
- Cornell Law School: <http://www.law.cornell.edu/statutes.html#state>
- University of California – Berkeley: <http://www.berkeley.edu>
- University of California – Davis: <http://www.ucdavis.edu>
- University of California – Hastings College of Law: <http://www.uchastings.edu>
- University of California – Los Angeles: <http://www.law.ucla.edu>
- University of Texas School of Law: <http://tarlton.law.utexas.edu/library/library.html>
- University of Southern California: <http://www.usc.edu/dept/law-lib>
- Villanova University: <http://www.law.vill.edu>

### **COURSE OBJECTIVES**

This course is intended to familiarize students with case and statutory laws having implications for school administrators. The key elements of this course cover national and Georgia issues addressing the:

- Structure of educational governance;
- State and local authority in establishing educational policy;
- Individuals with Disabilities Act;
- Desegregation of public schools;
- Rights and responsibilities of both teachers and students;
- Educator and school district liability; and,
- Ethics in Education and Leadership

This course further examines the relationship between law, public policy, ethics and current issues in K- 12 education. The College of Education is dedicated to preparing outstanding administrators for K-12 public and private schools. In order to adequately prepare leaders, a basic understanding of school law is crucial. Administrators need to understand school legal issues in order to create legally sound policies and to legally advocate for themselves and their students. As such, this course examines the current legal issues related to education and introduces students to legal reasoning and analysis. The course objectives are to 1) interpret the U.S. judicial and legislative systems and the formation of laws relating to public education, 2) understand the Georgia legal context within which schools function, 3) understand how legal and ethical issues interact within schools, 4) analyze current school practices from the standpoint of potential legal controversies, including the ability to practice “preventative law,” and 5) identify the dynamic nature of school law and locate resources utilizing available technology to remain current.

Educational leaders should be able to:

*Positively Impacting Learning Through Evidence-Based Practices*

1. Define legal terms as used by courts in rendering decisions.  
GELS: 1, 3; O-CPL<sub>1</sub>
2. Identify the sources of law affecting educational institutions in the United States.  
GELS: 1, 2, 3, 6, 7; O-CPL<sub>1</sub>, O-CPL<sub>2</sub>
3. Identify landmark court decisions establishing policy for schools in the United States.  
GELS: 1,2,3,6,7; O-CPL<sub>1</sub>, O-CPL<sub>2</sub>
4. Have a fundamental understanding of case analysis and an appreciation of the legal arguments related to major issues in school law.  
GELS: 1, 2, 3, 4, 6, 7; O-CPL<sub>1</sub>, O-CPL<sub>2</sub>
5. Understand that law involves concepts of equity and justice for all populations with a diverse educational setting.  
GELS: 1, 4, 6, 7 1, 7; O-CPL<sub>1</sub>, O-DL<sub>1</sub>, O-DL<sub>2</sub>, O-DL<sub>3</sub>
6. Understand the meaning of rights for students and teachers as provided by the United States Constitution, Georgia constitution, and federal and state statutes.  
GELS: 1, 2, 3, 4, 6, 7; O-CPL<sub>1</sub>, O-CPL<sub>2</sub>, O-DL<sub>1</sub>, O-DL<sub>2</sub>
7. Know the state and local laws, which apply to public schools as explained in Georgia Performance Standards (GPS), The Quality Basic Education Act of 1985, and Georgia School Laws.  
GELS: 1, 2, 5, 7; O-CPL<sub>1</sub>, O-CPL<sub>2</sub>, O-EDL<sub>1</sub>, O-EDL<sub>2</sub>
8. Relate topics/issues in school law to the appropriate standards of the Georgia Code of Ethics for Educators.  
GELS: 1, 3, 4, 6, 7; O-EDL<sub>1</sub>, O-EDL<sub>2</sub>
9. Know the fundamental legal principles underlying the hiring, employment, discipline and dismissal of certificated and non-certificated staff.  
GELS: 1, 3, 5, 7; O-CPL<sub>1</sub>, O-CPL<sub>2</sub>
10. Interpret legal decisions as handed down by federal and state courts when applied to educational institutions.  
GELS: 1, 2, 3, 4, 5, 6, 7; O-CPL<sub>1</sub>, O-CPL<sub>2</sub>
11. Apply rulings and court decisions to local situations in educational institutions.  
GELS: 1, 2, 3, 4, 5, 6, 7; O-CPL<sub>2</sub>, O-EDL<sub>2</sub>, O-EDL<sub>3</sub>

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

The following is a list of course requirements for which grades will be allocated and from which the final grade will be determined. If necessary, the instructor will provide additional information or supplemental materials required to complete the assignment.

### **Class Participation**

1. **Ethics Article Review --- 5 points**  
Candidates will research and review one article addressing ethics in education. The review should highlight the key elements of the article as well as a brief critique of the relevancy to professional behavior in education. Include a copy of the article with the review. A 1-page, single-spaced review is to be submitted.
2. **Ethics Case Study --- 10 points**  
Each candidate will prepare *one* case study pertaining to actual ethics violations. The format to writing the case study, as well as evidence pertaining to the violation, will be provided by the instructor. Candidates will review the evidence, identify the standard having been violated, and determine the penalty to be imposed.

3. **Legal Brief --- 10 points**

Each candidate will prepare one carefully articulated and thoroughly researched brief on a case from chapters within the LaMorte text. A list of legal cases will be posted in BlazeVIEW.

Do not copy or otherwise plagiarize the brief. It should be your work, in your words. Each brief should be a one-page, single-spaced paper (Times New Roman font, 12 point type, one-inch margins) summarizing the case using the format provided by the instructor. One paragraph within the conclusion must discuss the decision and impact of this case as it pertains to school administrators. Address each of the questions or statements provided in the following outline. Label each section (for example, Facts, Issues, Ruling, etc.) as noted. Quoting outside sources or drawing upon other literature should be properly referenced. Citation of references can be provided on a second page.

4. **Professional Learning Presentation --- 25 points**

Develop a professional learning presentation *on a school law or legislative topic* of your choice. The presentation must reflect significant research completed on the selected topic. A series of activities are to be created for use with teachers and administrators for the professional learning activity. These activities should include objectives, procedures, and all materials necessary for implementation (e.g., case scenarios, written background material for the facilitator, evaluation plan, PowerPoint, etc.). Instructions for implementing the activities should be comprehensive enough for individuals with limited legal backgrounds to use the module. A further outline of requirements for the Professional Learning Assignment will be provided in BlazeVIEW.

5. **Final Exam --- 50 points**

**Any source can be consulted in completing the final exam except other candidates.** The final exam will be timed. Material addressed in textbooks and supplemental materials, provided by the instructor, will be the source for all questions. The final will consist of true/false and multiple-choice questions.

***NOTE: All assignments are to be submitted on or before the published deadline. Failure to submit assignments within the designated timeframe will result in a grade of "0" for the respective assignment.***

**COURSE EVALUATION**

The grade allocation of the preceding course requirements follows:

- A: 90 – 100 points
- B: 80 – 89 points
- C: 70 – 79 points
- F: 0 – 69 points

**ATTENDANCE POLICY**

Educational Leadership candidates are professional educators. The instructor expects them to act accordingly by completing all assignments and participating in all online discussions. If or when problems arise affecting a candidate's participation or responsibilities, the instructor expects to be notified in a timely manner.

**PROFESSIONALISM**

**DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM**

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

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/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 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 Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
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.”

#### 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: Maggie Viverette, Director of the Office of Social Equity, [titleix@valdosta.edu](mailto:titleix@valdosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

#### ACCESSIBILITY 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](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. 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>.