



## Graduate Course Syllabus

### EDU 610: Ethics and School Law

Center: Online

#### Course Prerequisites

None

#### Course Description

The primary goal of this course is for the student to develop awareness of ethical, professional and legal issues pertinent to educational settings. These issues include: ethical decision-making processes, legal mandates related to education and special education, professional relationships, confidentiality, supervision, conflict of interest, boundaries, and diversity. Additionally, we will discuss obstacles that relate to the provision of educational services in the school and with children and their parents in general.

#### Course Outcomes

- Develop an understanding of the legal issues that are pertinent to employment in a school setting
- Learn ethical principles related to teaching and school administration
- Become familiar with IDEA and learn basic principles and major provisions of the federal law and compliance issues within a school system
- Become familiar with Section 504 of the Rehabilitation Act and be able to state who is protected, the major principles, and school district responsibilities
- Become familiar with FERPA and how it applies in the school setting
- Become familiar with the basic principles of the state laws pertaining to provision of education and special education
- Understand how their legal rights and ethical responsibilities in dealing with concerns of acting out behavior or violence
- Develop ethical reasoning skills and use ethical decision making by analyzing the ethical and legal dimensions of a given case situation that may arise in the educational setting
- Understand the potential consequences for unethical conduct and complaints as well as how to respond to unethical behaviors of fellow colleagues
- Become familiar with literature articles and sites for future sources of updated information on legal and ethical issues in education

#### Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through the [SNHU Online Bookstore](#) rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the Help Desk, your advisor, and the instructor can provide you with support

if you have problems.

*Law and Ethics in Educational Leadership*

Stader

Pearson

2<sup>nd</sup> Edition

2013

ISBN: 978-0-13-268587-0

*Ethical Dilemmas in Education*

Johns, McGrath, and Mather

Rowman & Littlefield Publishing Group

2008

ISBN: 978-1-57886-783-7

**Instructor Availability and Response Time**

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor's answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours.

**Grade Distribution**

| Assignment Category      | Number of Graded Items | Point Value per Item | Total Points                      |
|--------------------------|------------------------|----------------------|-----------------------------------|
| Discussions              | 10                     | 20                   | 200                               |
| Short Papers             | 3                      | 50                   | 150                               |
| Journals                 | 5                      | 40                   | 200                               |
| Critical Task Discussion | 1                      | 150                  | 150                               |
| Critical Task Submission | 1                      | 300                  | 300                               |
|                          |                        |                      | <b>Total Course Points: 1,000</b> |

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

**University Grading System: Graduate**

| Grade | Numerical Equivalent | Points |
|-------|----------------------|--------|
| A     | 93–100               | 4.00   |
| A-    | 90–92                | 3.67   |
| B+    | 87–89                | 3.33   |

| Grade | Numerical Equivalent | Points |
|-------|----------------------|--------|
| B     | 83–86                | 3.00   |
| B-    | 80–82                | 2.67   |
| C+    | 77–79                | 2.33   |
| C     | 73–76                | 2.00   |
| F     | 0–72                 | 0.00   |
| I     | Incomplete           |        |
| IF    | Incomplete/Failure * |        |
| W     | Withdrawn            |        |

\* Please refer to the [policy page](#) for information on the incomplete grade process.

### Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignment Guidelines and Rubrics section of the course.

### Chalk & Wire

Specific assignments in this course will be submitted to Chalk & Wire, the ePortfolio system for this program. These items will be used as artifacts for the professional ePortfolio when completing the degree program. For additional information and instructions for accessing a portfolio, starting a portfolio, and submitting an assignment to Chalk & Wire, please visit the Chalk & Wire module in the course Table of Contents menu. For questions regarding Chalk & Wire, please contact the SNHU Technology Help Desk, available on mySNHU. Your advisor can also provide additional assistance if needed.

**Note:** All final projects must be submitted to the Chalk & Wire system. Students who do not submit their final project to Chalk & Wire will receive a grade of 0.

In addition to the textbook readings that are listed, there may be additional required resources within each module

### Weekly Assignment Schedule

All reading and assignment information can be found within each module of the course. Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module.

| Module | Topics and Assignments  |
|--------|---|
| 1      | <p>Introduction to Ethical and Legal Issues in Education</p> <p>Reading: <i>Law and Ethics in Educational Leadership</i>, Chapters 2 and 13</p> <p>Reading: <i>Ethical Dilemmas in Education</i>, Chapters 3 and 13</p> <p>1-1 Discussion: Introduction to the Legal System</p> |

| Module | Topics and Assignments   |
|--------|--|
|        | 1-2 Journal: Personal Educational Values<br>1-3 Short Paper: Public School and the State Legal System  |
| 2      | Legal Principles<br>Reading: <i>Law and Ethics in Educational Leadership</i> , Chapters 5, 7, and 9<br>2-1 Discussion: Legal Principles<br>2-2 Journal: Equal Protection Clause<br>2-3 Begin Work on Case Analysis Presentation  |
| 3      | Personal Behavior and Relationships<br>Reading: <i>Ethical Dilemmas in Education</i> , Chapters 2, 4–6, and 10<br>3-1 Critical Task Discussion: Case Analysis Presentation<br>3-2 Discussion: Personal Behavior and Relationships<br>3-3 Journal: Breach of Boundaries   |
| 4      | Introduction to Ethics<br>Reading: <i>Ethical Dilemmas in Education</i> , Chapters 1, 6, and 15<br>4-1 Discussion: Introduction to Ethics<br>4-2 Short Paper: Educator's Code of Ethics  |
| 5      | Students' Rights, Part 1<br>Reading: <i>Law and Ethics in Educational Leadership</i> , Chapters 3 and 4<br>5-1 Discussion: Students' Rights, Part 1<br>5-2 Journal: First Amendment Issues   |
| 6      | Students' Rights, Part 2<br>Reading: <i>Law and Ethics in Educational Leadership</i> , Chapter 6<br>Reading: <i>Ethical Dilemmas in Education</i> , Chapter 12<br>6-1 Discussion: Students' Rights, Part 2   |
| 7      | Student Discipline and Behavior Management<br>Reading: <i>Law and Ethics in Educational Leadership</i> , Chapter 5<br>7-1 Discussion: School Behavior Codes and School District Policies<br>7-2 Journal: Student Behavior Policies   |
| 8      | The Law and Educational Programming for Students With and Without Special Needs<br>Reading: <i>Law and Ethics in Educational Leadership</i> , Chapter 8<br>Reading: <i>Ethical Dilemmas in Education</i> , Chapters 8 and 9<br>8-1 Discussion: Special Education Laws, Policies, Programs, and Services<br>8-2 Short Paper: Special Education Accommodations   |
| 9      | Teachers' Rights and Responsibilities, Part 1<br>Reading: <i>Law and Ethics in Educational Leadership</i> , Chapter 11<br>Reading: <i>Ethical Dilemmas in Education</i> , Chapters 7 and 10<br>9-1 Discussion: Teachers' Rights and Responsibilities<br>9-2 Critical Task: Case Analysis Presentation and Paper: Chalk and Wire Submission<br>9-2 Critical Task: Case Analysis Presentation and Paper: Course Submission |
| 10     | Teachers' Rights and Responsibilities, Part 2<br>Reading: <i>Law and Ethics in Educational Leadership</i> , Chapter 10<br>10-1 Discussion: Reflection  |

### **Critical Task: Curriculum Framework Project**

The critical task for this course is the creation of a case analysis paper and a case analysis presentation. You will select a court case (see Example 2-1 in Chapter 2 of the Law and Ethics in Educational Leadership textbook) that involves the constitutional rights or the employment rights of teachers. Research the case and create a paper and presentation analyzing the case.

### **Attendance Policy**

Online students are required to submit a graded assignment/discussion during the first week of class. If a student does not submit a graded assignment/discussion during the first week of class, the student is automatically dropped from the course for non-participation. Review the [full attendance policy](#).

### **Late Assignments Policy**

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

### **SNHU Student Handbook**

Review the [student handbook](#).

### **ADA/504 Compliance Statement**

In accordance with Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008, Southern New Hampshire University does not discriminate on the basis of disability, including intellectual disability, in admission, treatment, or access to its programs or activities, nor does it discriminate in employment in its programs or activities.

The university prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities. A disability is a condition or impairment that impacts a “major life activity” or “major bodily function.”

- **Major life activities** include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.
- **Major bodily functions** include, but are not limited to, functions of the immune system, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Disabilities include physical, medical (including pregnancy), mental health, and learning needs.

At the beginning of each term, or as soon as you become aware of a disability or accessibility concern, we encourage you to contact the Online Accessibility Center (OAC) to discuss accommodations for which you may be qualified. Reasonable accommodations are established through an interactive process between the student and the OAC.

Note that accommodations are not retroactive and that disability accommodations are not provided until acceptable documentation of a disability and its impact is received and an accommodation letter has been processed. If you are unsure whether your condition qualifies as a disability or accessibility concern, please contact the OAC for determination.

**Contact Information:**

Online Accessibility Center

Phone: 866-305-9430

Email: [oad@snhu.edu](mailto:oad@snhu.edu)

**For questions concerning support services, documentation guidelines, or general disability issues, please visit the [Online Accessibility Center](#) website.**

If you feel you have been denied appropriate disability-related accommodations, including appropriate auxiliary aids and services, you may file a grievance as described in the ADA/504 Grievance Policy found on the [Disability and Accessibility Services](#) website.

**Academic Honesty Policy**

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic honesty policy](#).

**Copyright Policy**

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

**SNHU Withdrawal Policy**

Review the [full withdrawal policy](#).

**Southern New Hampshire University Policies**

More information about SNHU policies can be found on the [policy page](#).

**Student Work Samples**

For the purpose of continuous improvement of our educational training, Southern New Hampshire University may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you would like to withdraw permission for use of your work, please complete the [Student Work Sample Survey](#).