



Syllabus

School of Education and Leadership **ECC 513: Ethics and Law for School-based Practice**

3 Credits
Effective: Spring 2021/22

Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This course provides the knowledge and skills in Canadian law and ethical decision making for professional practice in school-based settings. Utilizing Canadian as well as provincial education ministry codes of ethics and education law, students develop the knowledge and tools required to make good judgments on legal and ethical matters within the school setting. Case studies on ethical decision making and addressing legal issues in schools are evaluated.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are also found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Aboriginal Affairs and Northern Development Canada. (2012). *First Nation elementary and secondary education: Discussion guide*. Ottawa, ON: Aboriginal Affairs and Northern Development

Canada. Retrieved from:

<http://firstnationeducation.ca/wp-content/themes/clf3/pdfs/AANDC-Discussion-Guide-Eng.pdf>

Constitution Acts, 1867 to 1982

Retrieved from <https://laws-lois.justice.gc.ca/eng/const/>

Provincial Education Act or School Act

Provincial Legislation related to the Teaching Profession

Provincial Teaching and Leadership Standards

Teacher, Counsellor and Leader Codes of Conduct

Provincial Legislation - Child Protection

Provincial Legislation - Workplace Safety and Labour Standards

Provincial Legislation - Freedom of Information and Privacy Protection

Provincial Legislation – Human Rights

Provincial Legislation – Criminal Records

RECOMMENDED RESOURCES

How Good People Make Tough Choices, Rushworth M. Kidder

Legal Handbook For Educators, 5th Edition, Anthony F. Brown

Teachers and the Law: A practical Guide for Educators, A. Wayne MacKay, Lyle I. Sutherland

Delaney, J. (2007). *Legal dimensions of education: Implications for teachers and school administrators*. Calgary, AB: Detselig.

Manley-Casimir, M. and Manley-Casimir, K. (2009). *The courts, the Charter, and the schools: The impact of the Charter of Rights and Freedoms on educational policy and practice, 1982-2007*. Toronto, ON: University of Toronto Press.

Roher, M. (2008). *An educator's guide to the role of the principal*. Aurora, ON: Canada Law Book.

Scarfo, N. and Zucker, M. (2011). *Inspiring the future: A new teacher's guide to the law*. Toronto, ON: Carswell.

Required and recommended resources to complete coursework and assignments are available through the course Blackboard link.

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Commitment to ethical practice and service

COURSE OUTCOMES

In this course, learners:

- Apply ethical codes of practice to case studies
- Demonstrate understanding of informed consent, confidentiality, and public disclosure
- Evaluate Federal (Constitution Act 1982), Provincial Acts and School Board Policies and Procedures.
- Develop a plan of action based on a legal issue in school
- Evaluate rights and responsibilities of students, parents and school personnel
- Evaluate school-related legal issues
- Develop resources that will keep the practicing school building administrator abreast of legal challenges and changes in education.
- Examine a process for ethical decision making and apply ethical codes of practice when faced with tough choices.

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Equity and nondiscrimination
- Ethical codes of practice
- Ethical decision-making processes
- Informed Consent, confidentiality and public disclosure
- Laws and rights governing students, parents and personnel in school settings
- Due Process

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
In class activities, discussions/presentations, assignments and active participation	20%
Ethical Decision-Making Paper	40%
Platform for Action on a Legal Issue in the School District - Project	40%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

In class activities, discussions and active participation

Class participation is an integral part of this course. Coming prepared to class is essential because the information, knowledge, skills and expertise they exchange with peers and instructors contributes toward a strong learning community. It is highly important that candidates attend and actively participate in class. In any part of the class, the instructor determines the amount of credit awarded for alternative assignments.

<i>Components</i>	<i>% of Grade</i>
Punctual attendance and preparation for each class session	30%
Required activities/readings/homework completed	35%
Collaborative discussions	35%

TOTAL

100%

Ethical Decision-Making Paper

Professional practitioners recognize their responsibility to be familiar with codes of ethical conduct, while also recognizing their own personal and professional limitations. When a given situation or course of action presents an ethical dilemma which cannot be directly resolved by reference to ethical codes or other appropriate standards, counsellors and educators normally consult with knowledgeable colleagues or other authorities. Adhering to an ethical decision-making process is essential. When there is no conflict between principles, and there are clear-cut guidelines or standards, an ethical decision-making process might occur very rapidly, leading to an easy resolution of an ethical issue. On the other hand, some ethical issues (particularly those in which ethical principles conflict) are not easily resolved, might be emotionally distressful, and might require time-consuming deliberation.

Candidates are provided with a vignette of an ethical dilemma. Using the ethical decision-making process relevant to their program of study, candidates apply professional codes of practice (e.g. Canadian Psychological Association; Provincial School Counselling Association; Provincial Teachers' Associations/Federations; BC Principals', Vice Principals' and Superintendent Associations) and prepare a written 8-10 page evaluation of the pathway that they would follow in solving the dilemma. Candidates make explicit reference to the steps in the ethical decision-making process and to any relevant ethical or practice standards. Candidates will reference any law that might apply to the situation.

<i>Components</i>	<i>% of Grade</i>
Ethical decision making model identified and applied accurately	30%
Code(s) of ethics appropriate applied	30%
Analysis and reflection	30%
Writing Mechanics	10%
TOTAL	100%

Platform for Action on a Legal Issue in the School District - Project

This assignment has several parts including identifying a topic, presentation and paper:

1. Identify an important current or emerging legal issue for their school district. While an interview with District staff, Board member, Union official, or District Specialists is a good source of information in developing a topic, a formal interview is not required.

2. Narrow the selected legal issue to a one-sentence statement of, or question about, the issue. If the issue is complex, it may need to be reduced to a smaller component of the issue. Examples:

- Is a school district responsible when a student is the victim of harassment from other students at school or via media/internet?
- What is the teacher counsellor's (or principal's) responsibility in reporting (responding to reports of) suspected child abuse?
- Is it legal for a school district to withhold transcripts for a student who owes fines to the district?

3. Spend some time prior to attending the class researching the selected issue using the related district policy, relevant negotiated agreements, and other resources from media, journals or legal references.

4. Prepare a one-page handout with enough copies to share with members of the class during a brief 10-15 minute presentation of the identified problem. This is expected to be an outline for discussion. This handout includes:

- The one-sentence statement of the legal issue;
- Brief identification of applicable policies, negotiated agreements, provincial or federal laws and regulations, and constitutional provisions;
- A proposal on how to deal with the impact.

5. Following the class and discussion with colleagues, candidates develop a platform for action related to this issue. Prepare one well organized, concise action plan (approximately 1,000 words or 3-4 pages in APA format) that addresses how the school counsellor is impacted by the issue and how to deal with the impact. The platform reflects the candidate's educational philosophy, knowledge of the law, the dignity and safety of the involved parties, and the duty of the school counsellor or educational leader.

<i>Components</i>	<i>% of Grade</i>
Presentation is concise, well-articulated, and well organized	20%
Action Plan: Clear and succinct statement of the legal issue	10%
Issue is defined within legal, ethical and accountability parameters	20%
Literature evidence is current and relevant	20%
Platform for action is realistic and demonstrates a good understanding of school-based roles and accountability structures	20%
Writing Mechanics	10%
TOTAL	100%

COURSE POLICIES

Late Assignments

LATE ASSIGNMENT

Participation

PROFESSIONAL WRITING

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style (APA 7th edition).

University Policies

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy

for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.