

ECC 513: Ethics and Law for School-based Practice

School of Education and Leadership

3 Credits

Effective Date ()

Course Dates:()

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.

Prerequisite Courses: N/A

Faculty Information

Professional experience information for instructors is found under Faculty online at <https://www.cityuniversity.ca/our-faculty/>

Contact Information

Contact information for instructors is found under Faculty Information online at <https://www.cityuniversity.ca/our-faculty/>

Course Description

This course introduces students to 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 found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage ("Find Your Reading List" button).

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 electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

In this course, learners:

- Demonstrate understanding of informed consent, confidentiality, and public disclosure
- Apply ethical codes of practice to case studies
- Evaluate how learning requires exploration of one’s identity
- Evaluate rights and responsibilities of students, parents, and school personnel
- Create a plan of action based on a legal issue in school
- Assess a process for ethical decision making and apply ethical codes of practice when faced with an ethical dilemma.
- Develop resources that will keep the practicing school building administrator abreast of legal challenges and changes in education.
- Adapt individual differences in their decisions and actions and be able to negotiate across these differences.

Additional Information

Declaration of Inclusion

The CityU Master in Educational Leadership program honours human diversity in all its forms and is committed to the principle of universal human dignity. We respectfully acknowledge that our program resides on the ceded and unceded territories of our First Nations and our programming acknowledges the First Nations, & many others whose histories, languages, & cultures continue to influence our vibrant Canadian communities. We further acknowledge that our learning community is greatly enriched through the voices and perspectives of staff, faculty, and students from all intersections of society including LGBTQ+, BIPOC and diversely-abled communities.

Indigeneity

City University philosophically and pragmatically supports the First Nations perspective of learning as being rooted in reciprocity, the relational, and the experiential. City University instructors are required to infuse into their curriculum the traditional teachings from many indigenous communities. This blend of indigenous knowledge allows for cultural uniqueness and practices that come from the reflections on the telling of stories, traditional teachings, and the understandings of ceremony.

Sustainable Development Goals

In 2015 the United Nations created 17 goals to achieve a sustainable world by the year 2030 ([THE 17 GOALS | Sustainable Development \(un.org\)](#)). City University actively supports these goals and requires that each course syllabus articulate and include as part of its content, at least two of these goals that relate to the course’s objectives and outcomes. Through these

actions, City University hopes to inspire our students to help create a more inclusive, equitable, and safe world for the future.

Grading Scale

The grades earned for the course will be calculated using CityU’s decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work to understand how it will be assessed.

Course Assignments and Grading

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

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

Course Assignment Details

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 students attend and actively participate in class.

| Components | % of Grade |
|--|-------------------|
| 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, 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. Examples of these types of ethical issues are relevant to indigenous/government decisions North America as well as the more fundamental goals of world sustainable development.

Students are provided with a vignette of an ethical dilemma. Using the ethical decision-making process relevant to their program of study, students apply professional codes of practice (e.g. Canadian Psychological Association; Provincial Teachers' Associations/Federations; 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. Students make explicit reference to the steps in the ethical decision-making process and to any relevant ethical or practice standards. Students will reference law that might apply to the situation.

| Components | % of Grade |
|--|-------------------|
| Ethical decision-making model/process applied accurately | 30% |
| Code(s) of ethics appropriately applied | 30% |
| Analysis and reflection | 30% |
| Writing Mechanics | 10% |
| TOTAL | 100% |

Action Plan on a Legal Issue in the School District - Project

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

- a) Identify an important current or emerging legal issue for their school district. While an interview with District staff, Board member, Association official, or District Specialists is a good source of information in developing a topic, a formal interview is not required.
- b) 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 being responsible when a student is the victim of harassment from other students at school or via media/internet?
 - What is the teacher 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?
- c) 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.
- d) 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.
- e) Following the class and discussion with colleagues, students develop a plan of 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 educational leader impacted by the issue and how to deal with the impact. The plan reflects the candidate's educational philosophy, knowledge of the law, the dignity and safety of the involved parties, and the duty of the educational leader.

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

Course Policies

Late Assignments

A critical aspect of management is to meet predefined deadlines. Therefore, all assignments are expected to be submitted when due. No late assignments are accepted. Life-situations do occur. When an issue arises coordinate with the instructor prior to the assignment's due date and the due date may be adjusted. It is in the best interest of the student to ensure that all assignments are submitted on time.

Participation

You are responsible for meeting or exceeding the participation requirements as listed in the syllabus and in the Learning management System.

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.

University Policies

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.

Students are responsible for understanding and adhering to all of CityU'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.

Non-Discrimination & Prohibition of Sexual Harassment

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 CityU policy. CityU 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](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

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 Assignment 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 a 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 206.239.4752 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 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 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.

