



**School of Education  
Department of Educational Leadership  
Fall (2009)**

**EDLE 707-01: Seminar in Legal Issues and Professional Ethics**

<b>Semester:</b>	Fall 2009
<b>Credits:</b>	3 Hours
<b>Class Time:</b>	M 6:00-8:50 p.m.
<b>Location:</b>	Butler 342
<b>Professor:</b>	Dr. Abul Pitre
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<b>Telephone:</b>	(910) 672-1725
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- I. FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@uncfsu.edu](mailto:username@uncfsu.edu)) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

## **II. Disabled Student Services:**

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> Floor); 910 672 – 1203.

## **III. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK**

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

## **IV. Course Description**

The course is a doctoral-level course in school law. This course will focus on Legal Issues and Professional Ethics of particular concern to education policy-makers and central office school administrators. Federal and North Carolina school law will be included with attention given both to theoretical and practical concerns.

## **TEXTBOOKS**

Stefkovich, J. (2006). *Best interests of the student: Applying ethical constructs to legal cases in education*. NJ: Lawrence Earlbaum Associates

Starratt, R. (2009). *Ethical leadership*. CA: Jossey Bass Publishers.

Taylor, E. Gillborn, D. & Ladson-Billings, G. (2009). *Foundations of critical race theory in education*. NY: Routledge.

## **Supplemental Texts:**

Pitre, A. (2009). *An introduction to Elijah Muhammad studies: The new educational paradigm*. MD: University Press of America.

Stader, D. (2007). *Law and ethics in educational leadership* (7<sup>th</sup> edition). NJ: Pearson.

## **COURSE GOALS, OBJECTIVES**

Upon completion of the course, students will be able to:

1. Demonstrate an understanding of traditional and contemporary legal issues in public and higher education;
2. Demonstrate an understanding of Constitutional, statutory, and case law;
3. Demonstrate an understanding of the impact of courts on education;
4. Demonstrate an understanding of policy implications of court rulings and the role of litigation in influencing policy for public school governance, instruction, student and personnel matters;
5. Demonstrate an understanding of policy implications of court rulings and the role of litigation in influencing policy for higher education governance, instruction, student and personnel matters;
6. Demonstrate an ability to research legal issues and case law; and
7. Demonstrate an understanding of and the ability to make sound legal and ethical educational decisions.

## **DPI STANDARDS FOR EDUCATIONAL LEADERSHIP**

<b>Standard</b>	<b>Assessment(s)</b>
<b>Standard 5.0: Candidate has the knowledge and ability to promote the success of all students by demonstrating a respect for the rights of others and by acting responsibly</b>	<b>Class discussions, research paper, case briefs, on-line assignments; article critiques;</b>
<b>Standard 6.0: Candidate has the knowledge and ability to promote the success of all students by articulating, analyzing and describing, and communicating the larger political, social economic, legal, and cultural context and advocating for students.</b>	<b>Class discussions; on-line assignments; article critiques</b>

### **DIVERSITY**

Understanding the legal context in education is in itself a study in diversity. The course will provide the foundation for educational leaders to appropriately assess and evaluate legal situation in a manner that is fair to all students and staff.

### **TECHNOLOGY**

The course is web enhanced and will provide opportunities for the student to utilize

technology in the research and investigation of legal matters, as well as for instructional learning. On-line research projects will be assigned as well as web based investigations and discussion boards will be assigned as well as web based investigations and discussion boards will be utilized.

## **DISPOSITIONS**

The course will address legal and ethical decision-making in education. Central to this discussion will be the equal and ethical treatment of all. This course will be conducted in a professional manner at all times. The students and faculty will respect the opinions of others, and will treat others in the same manner that they wish to be treated.

### **V. Course Evaluation Criteria and Requirements:**

The final grade for the course will be determined as follows:

Lead Seminar Presentation	10
Legal and Ethical Dilemma Paper	20
Critical Race Theory Project	20
Book Seminar Project	20
Final Paper	<u>20</u>
	100

**Lead Seminar Presentation:** You will be required to lead a seminar discussion for one of the topical readings. Your seminar presentation should be written in the following format: Describe the issues or points that are significant to you; 2) Reaction- Why are these points significant to you? Did any questions emerge? Were any questions answered? 3) How can you apply what you have read to your current practice as an educational leader? (10 pts)

**Legal and Ethical Dilemma Paper:** You will be required identify a school law that poses an ethical dilemma for you as an educational leader. The paper should be a minimum of 2 pages in length where you *describe the law, discuss why it poses an ethical dilemma for you, and how are you addressing or planning to address the dilemma.* (20pts)

**Critical Race Theory, Ethics, and Social Justice in Education Project:** The critical race theory project will require you to read selected chapters in *Foundations of Critical Race Theory in Education*. You will be required to participate in a seminar discussion regarding the major ideas presented in critical race theory. The major part of the project will include ideas for the development of a website as well as the possible posting/examination of various cases that are related to critical race theory and social justice education. The newly launched website will serve as a resource tool for parents, community activists, and educators. (25pts)

**Book Project Seminar:** You will be required to participate in a seminar on the book *Ethical Leadership*. The seminar will require you to participate in a round table discussion and submit a 2-3 page reflective paper on the book *Ethical Leadership*. (25pts)

**Final Paper:** Your final exam will be a 12-15 page publishable paper-including references (6<sup>th</sup> edition APA) where you address a topic in multicultural education. Your paper can be a reflective essay combining an issue in multicultural education to the legal and ethical issues discussed in the course. This a continuation paper from Cultural Diversity and American Schools. (20pts)

**Grading Scale**

90-100	A
80-89	B
70-79	C
Below 69	F

## COURSE OUTLINE

Date	Topics	Assignments
August 24	<u>Introduction to The Course</u>	
August 31	<u>Research</u>	
September 7	Labor Holiday	
September 14	Ch. 1-5 in Best Interests of the Student	Bass & Jones
<b><u>September 21</u></b>	Research	
September 28	Ch. 6-10 in Best Interests of the Student	Vickers, Cromartie, McDavid
October 5	<b><u>Research</u></b>	
October 12	Ch. 11-15 in Best Interest of the Student	Mccooy, Douglas, Powers
October 19	Research	Research
October 26	Research	Research
November 2	Critical Race Theory in Education Chapters-Foreword, Introduction, 1, 2, 3	Mccooy, Douglas, Powers, McDavid
November 9	Critical Race Theory Chapters-4,6,7,10,12,	Vickers, Cromartie, Bass, Jones
November 16	Critical Case Online Chat/Professor initiated	Online
November 23	Ethical Leadership	Roundtable /Book Project Seminar- Legal and Ethical Dilemma Paper
November 30	Research	

**Final Exam TBD**

**Final Papers and Critical Race Theory Project**