

EDUC 512 Professional Ethics and the Law

I. EDUC 512: Professional Ethics and the Law

II. 3 Credit Hours

III. Course Rationale and Overview:

EDUC 512 is a capstone course of the graduate secondary education teacher certification program. The course covers both philosophical and practical topics essential to the student teacher or beginning teacher, and should be offered to the teacher candidate at his/her highest level of readiness before entering the teaching profession.

Computer technology is integrated throughout this course and an emphasis is placed on the teacher as a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally. The student continues to develop their professional portfolio.

This course is a required component of the secondary teacher education certification curriculum and should be completed just prior to student teaching.

IV. Course Description: EDUC 512 is a course that emphasizes the integrity of the teaching profession, including both building and modeling character and a Christian value system. The course will look at the judicial system and major federal and state court decisions that have affected or influenced education, ethical considerations of the teaching profession, procedures for obtaining a license and teaching position, and other practical issues for teachers.

V. Place of Course in the Curriculum:

This is the tenth course in the secondary level professional education sequence.

VI. Goals and Objectives of the Course:

The goals of this course are:

1. Understand how the judicial system affects the professional lives of teachers, and become familiar with key cases which form the legal underpinning of current school law (LD-D1)
2. Know the key provisions of the NEA Code of Ethics (LD-D1)
3. Formulate a professional philosophy and lifestyle which models character and integrity for future students (and integrates faith and learning in Lutheran school classrooms (LD-D1, T-D1)

Students who successfully complete this course will:

- a. Debate both sides of the issue of the rights that students and teachers enjoy under the law vs. the responsibility that administrators, teachers, and school boards have to ensure a safe, orderly, and educationally sound school (LD-K1, T-D1)
- b. Write a legal brief as either the plaintiff or defendant in a simulated (or real) school law court case
- c. List the main components of the graduate's credential file (LR-S1)
- d. Write a cover letter and resume as part of the job application process (LR-S1, T-D1)
- e. Fill out a teaching job application (public schools) and/or an LCMS Call application form (LR-S1, T-D1)
- f. (Lutheran education students) identify the procedures involved in receiving and accepting a Call to a Lutheran school (LD-D1)
- g. Anticipate appropriate interview questions and use "key words" to aid in quality responses (LR-S1, T-D1)

VII. Course Content

Part 1 - : Legal Framework for the Public Schools

Topics:

1. Federal Constitutional provisions affecting education
2. State Constitutional provisions affecting education
3. Statutory law
4. Case law
5. Administrative rules and regulations
6. School board policies and rules
7. Employment and tenure
8. Teachers' rights

Readings: Text Chapters 1-3

Part 2 - : Teacher Discipline, Legal Responsibilities of Teachers, and Negligence and Defamation in the School

Setting

Topics:

1. Procedural due process requirements
2. Dismissal
3. Progressive discipline
4. Child abuse and neglect
5. Observing copyright
6. Elements of negligence
7. Educational and professional malpractice

8. Defamation

Readings: Text Chapters 4-6

Part 3 - : Students' Rights, Discipline and Due Process

Topics:

1. Freedom of speech/expression
2. Freedom of association
3. Freedom from unreasonable search and seizure
4. Student records and privacy
5. Due process in student discipline
6. Types of discipline

Readings: Text Chapters 7 and 9

Part 4 – : Education of Students with Disabilities, Discrimination and Harassment in the School

Environment and Religion in Schools

Topics:

1. Individuals with Disabilities Education Act
2. Section 504 of the Rehabilitation Act
3. Americans with Disabilities Act
4. Constitutional protections against discrimination
5. Statutory protections against discrimination
6. Discrimination on the basis of race or ethnicity
7. Employment discrimination

Readings: Text Chapters 8, 10 and 11

Part 5 – : Personal Education Platform and License Application Process

Topics:

1. Refine personal mission and educational philosophy statements
2. Writing an educational cover letter and resume
3. Interviewing for teaching positions
4. Job searches
5. Licensing process
6. Reciprocity

Readings:

VIII. Suggested Methodology: (T-S2, T-D1, LR-K1)

1. E-Lecture
2. Small group discussion on discussion board and live conferencing tool
3. Large group discussion on discussion board and live conferencing tool
4. Readings
5. Written Assignments
6. Presentations
7. Teaching Demonstration
8. Videos
9. Case Studies
10. Debate
11. Journaling
12. Guest Speakers

IX. Student Roles and Course Requirements: (T-S2, T-D1, LR-K1)

1. Read assigned chapters and be prepared to participate in online discussions and debates each week in both large and small groups. Must be able to support positions with additional and relevant research on topics covered.
2. Written assignments.
3. Complete research project to share with class (paper, Power Point presentation, video, podcast, wiki, blog or other electronic form approved by instructor).
4. Maintain Del-icio-us account to store and share research information (<http://delicious.com/>)
5. Maintain a weekly journal to reflect on professional growth and development
6. Teaching demonstrations
7. Complete 10 hours of field work to become acquainted with educational settings (see schedule)
8. Continuing development of online professional teaching portfolio (Live Text <https://www.livetext.com/>)

X. Recommended Evaluation: (T-S2, T-D1, LR-K1)

Weekly Discussion	20%
Weekly Journal	10%
Reading Reaction/Reflection Papers	20%
Research Project	20%
Field Experience	20%
Final	<u>10%</u>

Recommended Resource Materials:

Required Textbook

Underwood, J, and Webb, D. L. (2006) *School Law for Teachers*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
ISBN: 0-13-119242-6

Companion website:
http://wps.prenhall.com/chet_underwood_schoollaw_1/42/10992/2813969.cw/-/t/index.html

Supplementary Text (Suggested but not required)

Reference/Resource Materials

[NEA: Code of Ethics of the Education Profession](#)

NEA: National Education Association
Great Public Schools for Every Child

[Ethics in Education - Research and Read Books, Journals, Articles at Questia Online Library](#)

[Teachers close in age to students lose sight of line](#)

[Significant Educational Supreme Court Cases](#)

[Landmark Supreme Court Cases Involving Students](#)

[The Edjurist \(Blog\)](#)

Bloggging primarily on educational law issues, the purpose of The Edjurist is to serve educational and legal practitioners as a resource for information and current events concerning laws and policies in our nation's K-12 schools. It is also a place to foster debate and growth in the educational law scholarly community.

[How to Write a Moot Court Brief](#)

[Family Educational Rights and Privacy Act \(FERPA\)](#)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

XI. Bibliography

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