

Syllabus
ELC 687: Legal and Ethical Dimensions of Leadership

Instructor Information

Dr. Carl Lashley
Educational Leadership and Cultural Studies
University of North Carolina at Greensboro
245 Curry Building
P.O. Box 26171
Greensboro, NC 27402-6171

336-334-3745 (office)
336-545-0916 (home)
Email: Carl_Lashley@UNCG.edu

Dr. Misti Williams, Principal
Stokesdale Elementary School
Guilford County Schools

336-573-1334 (home)
william9@guilford.k12.nc.us

Teachers Academy Conceptual Framework Mission Statement: *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*

Purpose of the Course

This course introduces students to the legal and ethical reasoning systems that influence the practice of school administrators. Special emphasis is given to legal and ethical deliberations that occur at the school level. Legal and ethical issues will be examined with particular consideration for their implications for school leaders in North Carolina.

Course Objectives

Through the experiences in this course, students will be able to:

1. discuss how school governance and decision making are affected by legal and ethical considerations;
2. understand how federal, state, district, and school regulations, policies, and procedures are utilized in school governance and decision making and discuss the roles legal and ethical reasoning play in their development;

3. understand basic principles of education law and the constitutional, ethical, and educational values that support them;
4. understand the effects of significant legal cases on issues of student rights, equal educational opportunity, teacher rights, and administrative responsibility for school-related activities;
5. articulate his/her ethical principles, relate them to recognized ethical schools of thought, and apply them to situations that face school leaders; and
6. assess the facts of a situation, identify the legal and ethical considerations involved, and use appropriate legal and ethical reasoning to determine alternative courses of action for representative school situations.

Textbooks

Shapiro, J.P., and Stefkovich, J.A. (2001). *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas*. Mahwah, NJ: Lawrence Erlbaum Associates. (available from the UNCG Bookstore)

Education Law in North Carolina. (2003). A web version of this document will be available to students for use this semester for \$26.75. (available from the instructor)

Cambron-McCabe, N., McCarthy, M., & Thomas, S. (2004). *Public school law: teachers' and students' rights* (4th Ed.). Needham Heights, MA: Allyn & Bacon.

Theme Issue: Educational leadership **59** (4). Understanding The Law. December 2001/January 2002. Some articles are available online at <http://www.ascd.org>; others must be accessed from the journal, which is available in many school libraries.

Supplementary Readings

Students will read court cases, newspaper and Internet stories, and other items of interest as they arise. These readings will be available at a variety of websites. Particularly, students should read Randy Cohen's weekly column *The Ethicist*, which appears on Sunday in the New York Times Magazine, available at www.nytimes.com. Students should also become familiar with a legal search engine, such as FindLaw (www.findlaw.com), and the organization and research options available on the Web through a well-recognized law library, such as at the [Kathrine R. Everett Law Library](#) at the University of North Carolina at Chapel Hill or the [Cornell Law Library](#).

Participation in this Web-Enhanced Course

This course is categorized as *web-enhanced*, which means that it consists of on-campus class sessions, flexible web-based activities, and research, discussion, and readings. The on-campus class sessions should be viewed as a course laboratory in which activities will be presented that give students the opportunity to integrate the content from readings, apply legal and ethical principles to practice, and raise questions about the implications of administrative actions and decisions. Students are expected to come to on-campus class sessions having read all of the assignments and prepared to participate in discussions and activities about them.

Students will be participating actively in the Blackboard electronic learning environment, completing assignments and submitting them using email and email attachments, and using a web browser to conduct research. Many students in past web-enhanced courses have found it useful to view this time like that available in an independent study. Students will spend a significant amount of time outside of the class working independently. Because of the web-based enhancements that have been made, students should plan to spend a considerable length of time each week using the Internet to participate in class activities. The amount of time that will be spent attending class on campus has been reduced accordingly.

In order to participate in the web-enhanced portions of the course, students must have access to a computer, modem or other Internet access hardware, an Internet Service Provider (ISP), an email account, a web browser (Netscape Navigator 4.0 or higher or Internet Explorer 4.0 or higher), and Adobe Acrobat Reader (available free at www.adobe.com). **Students must also have active UNCG Email (UNIX) and Novell accounts** (see <http://accounts.uncg.edu/> for further information).

A certain level of computer literacy is expected at the beginning of the course, and students will develop their computing and Internet access skills as the course develops. Students who do not feel comfortable with their computing skills should make arrangements to participate in some training and/or have a computer mentor who can help with questions and problems.

Students will submit some assignments as email attachments. Students should know the brand and version of the word processing and software they have available, and they should be able to save files in various formats in order to facilitate file sharing with the instructor and classmates. Assignments should be prepared in Microsoft Word 6.0 or 97/98, ClarisWorks 4.0, or AppleWorks 6.0, whenever possible. Files can also be submitted in Rich Text Format (RTF) or Text Only format. Because of past experiences, students are discouraged from submitting assignments in Microsoft Works or WordPerfect formats. If students intend to submit assignments in other formats, they must work closely with the instructors to assure that their assignments can be received in readable form.

When a student submits hard copies of assignments, s/he should staple the assignment in the upper left-hand corner and make sure that his/her name and the title of the assignment are prominently displayed. Pages should be numbered. Use of plastic covers and other allegedly image-enhancing materials is strongly discouraged.

Class members are encouraged to collaborate to accomplish course tasks. Each student will be assigned to a group, and each group will have its own Blackboard Discussion Group and Virtual Classroom. Group members should collaborate and support one another's work whenever possible. However, each student is responsible for developing his/her own projects and for submitting original, individual assignments. During the first class, each group will meet to agree upon ground rules for their work together and a plan for supporting one another's work on the projects for the course.

Course Requirements

Students' performance in this class will be evaluated on the basis of their accomplishments in six areas. Course assignments will be graded as A+ (4.25), A (4.0), A- (3.75), B+ (3.25), B (3.0), B- (2.75), and resubmit (0.0). Assignments are due on the dates noted in the Assignment Calendar. Late assignments will result in a grade reduction of one-half letter (0.5). A rubric for grading in this course is attached for students' consideration in preparing assignments and understanding the instructor's standards.

Statement of Ethics (25% of final grade)

Each student will submit a ten to twenty page statement of ethical principles that s/he will use to guide his/her professional interactions as a school leader. In the Statement of Ethics, each student will

- articulate his/her personal and professional values and beliefs,
- place his/her values and beliefs within one of the ethical paradigms suggested by Shapiro and Stefkovich (2001),
- compare and contrast his/her ethical principles with codes of ethics from professional educational administration organizations, and
- reflect upon applications of his/her ethical principles to administrative practice.

The Statement of Ethics should be developed in conformity with the *Style Manual of the American Psychological Association (5th Ed.)*.

Case Responses
(25% of final grade)

Each student will respond in writing to four case scenarios. Responses will take the form of a two to five page memorandum that describes the course of action s/he would take to resolve the issue presented and his/her justification for the proposed course of action. These memoranda are written from the viewpoint of the school principal.

Case responses are graded A, A-, B+, B, or C/Revise/Resubmit. Students whose papers are graded C/Revise/Resubmit may resubmit one time in an effort to improve the grade. Students must resubmit their revised responses within five days from the date on which the instructor returned the graded scenario. Students who do not resubmit will receive a C for the assignment.

Mid-Term and Final Examinations
(15% of final grade each)

A mid-term examination, covering legal issues related to students' rights, will be distributed to students electronically on October 8, and students will submit their responses via email attachment by October 15. The final examination, covering legal issues related to student discipline, students with disabilities, and teachers' rights, will be distributed to students electronically on December 3, and students will submit their responses via email attachment by December 10 at 5:00. Both examinations will include multiple choice, true-false, short-answer, and short essay questions.

Attendance and Participation
(20% of final grade)

Students are expected to attend all classes. Active participation is integral to learning in this class. Students are encouraged to question, debate, and comment critically in a manner that is appropriately professional, civil, and scholarly. A student's participation in class will contribute to his/her learning and to the learning of his/her classmates. Consideration will be given for timely arrival to and departure from class. Students should disengage cellular telephones, beepers, alarms, and other distracting electronic devices while they are in class.

Students are expected to participate actively in Blackboard activities. Blackboard discussions are intended to augment course readings and activities and to give students the opportunity to explore course content in an on-line forum. On-line participation will be based on the frequency and quality of student participation.

This course is part of a professional preparation program for school administrators. Students are expected to adhere to the highest standards of ethical and professional practice. Students who have questions about the propriety of any action should contact the instructor at their convenience.

Court Decision Summaries
(Doctoral Students Only)

Doctoral students who are enrolled in this class will work as a group to develop a reference handbook of U.S. Supreme Court decisions that have affected education. For this assignment, each decision should be reduced to a two to three page summary, in which the student discusses the facts of the case, the findings of law, the Court's decision, and its implications for school administrators. In addition, the doctoral students should create a short PowerPoint presentation that summarizes each case in three to five slides. The narrative summaries and PowerPoint presentations will be made available to all students through the course website. A list of references that were used to complete the project as well as others that may be helpful. The instructor will guide and periodically check the group's progress.

Directions for Submitting Assignments Electronically

All assignments for this course are submitted electronically to c_lashle@uncg.edu. Please use the following conventions for naming files:

- For Case Scenarios, name your file *yourlastname* and the number of the case. For example, my first case scenario submission would be named **Lashley 1**.
- For Ethics Statements, name your file *yourlastname* ethics. For example, my ethics statement would be named **Lashley ethics**.
- For Mid-Term Exams, name your file *yourlastname* midterm. For example, my ethics statement would be named **Lashley midterm**.
- For Final Exams, name your file *yourlastname* final. For example, my ethics statement would be named **Lashley final**.

EMAIL Subject Convention:

For any email you send in this course, please use the following convention:

In the subject line, start with 687: (*that is 687 followed by a colon*). This convention will allow us to sort course email into a special folder. For directions on creating folders in your email program, consult the Help Folder.

Course Calendar: ELC 687, Sections 81 and 01
Section 81: Monday, 7:00; Section 11: Tuesday, 7:00

Dates	Topics	Assignments	Readings
August 18 and 19	Course Orientation Framework for Legal and Ethical Decision Making		
August 25 and 26	Legal Framework for School Governance		Cambron-McCabe, et al, Ch. 1 ELNC, Chapter A.1, The American Legal System ELNC, Chapter A.4, Local Boards of Education
September 1 and 2	Labor Day Holiday	Up to Speed on Blackboard: Online Discussions	
September 8 and 9	Church-State Relations		Cambron-McCabe, et al., Ch. 2 ELNC, Chapter B.1 Joint Statement on School Prayer
September 15 and 16	Ethics of Justice, Care, and Critique I	Case Response #1 Due: The Kids Are Praying at the Flagpole Again! (class website)	Shapiro & Stefkovich, Part 1
September 22 and 23	Students' Rights		Cambron-McCabe, et al., Ch. 3-4 ELNC, Chapters B.8
September 29 and 30	Educational Equity		Cambron-McCabe, et al., Ch. 5 ELNC, Chapter B.5, B.12 Shapiro and Stefkovich, Part III Kluth, Villa, and Thousand, <i>Educational Leadership</i> 59 (4), 24-27 (online or print)

October 6 and 7	No Class—Mid-Term Exam Preparation	Case Response #2 Due: AIDS and Age-Appropriate Education (Shapiro and Stefkovich, Chapter 4)	
October 13 and 14	UNCG Fall Break No Classes	Mid-Term Exam Due October 15 at 5:00	
October 20 and 21	School Safety and Student Discipline		Cambron-McCabe, et al., Ch. 7 ELNC, Chapter B.2, B.3 Ehlenberger, <i>Educational Leadership</i> , 59 (4), 31-35 (online or print) Woods, <i>Educational Leadership</i> 59 (4), 20-23 (print) Taylor and Baker, <i>Educational Leadership</i> , 59 (4), 28-30 (print)
October 27 and 28	Students With Disabilities		Cambron-McCabe, et al., Ch. 6 ELNC, Chapter B.9
November 3 and 4	Ethics of Justice, Care, and Critique II	Case Response #3 Due: Fight in the Cafeteria (class website)	Shapiro & Stefkovich, Part II
November 10 and 11	Teacher Rights and Employment I		Cambron-McCabe, et al., Ch. 8-10 ELNC, Chapters C.1, C.2, C.3, C.4, C.5 Code of Professional Conduct for NC Educators Statements of Ethics from three educational organizations
November 17 and 18	Teacher Rights and Employment II		Cambron-McCabe, et al., Ch. 11 Shapiro & Stefkovich, Part III
November 24 and 25	No Class—Small Groups, On-line Work	Case Response #4 Due: Ms. Coombs Just Quit! (class website)	
December 1 and 2	Administrator Liability	Ethics Statements Due	Cambron-McCabe, et al., Ch. 13

			ELNC, Chapter A.10, State Tort Liability
December 8 and 9	Class Summary and Future Issues	Final Exam Due December 10 at 5:00	