

**COURSE SYLLABUS COVER SHEET**  
 Lewis & Clark College  
 Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

**Course Number**

**SCED 509**

**Course Name**

**Ethical and Legal Issues in Educ and School Counseling**

**Term**

**August 2016**

**Department**

**Educational Leadership**

**Faculty Name**

**Vicki Brooks-McNamara**

**Catalogue Description:**

*Study of sources of law under which educators operate. Case law, lectures, and discussions concentrate on legal rights and responsibilities of all individuals attending or employed by public schools. Examination of areas of educational governance (e.g., courses of law and the courts, schools, and the states). Explores the ethical codes of the American School Counselor Association and the American Counselor Association using case studies. Meets the requirement of the Oregon Teacher Standards and Practices Commission for knowledge of federal and state laws prohibiting discrimination.*

**GSEC Guiding Principles & TSPC School Counseling Standards Addressed in Course:**

*(please fill in which class meeting or assignment addresses each principle or standard)*

<p>GSEC GP (9) Professional Life: Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession(s).  <i>Class meeting(s) or assignment(s) addressing this standard: Each class meeting addresses this specific area by explicitly covering legal and ethical issues pressing on the school counselor in his/her daily work.</i></p>
<p>TSPC OAR 584-017-0441 (5) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to model and promote behavior appropriate in a diverse and global society by showing respect for and valuing all members of the community. They demonstrate fairness, equity, and sensitivity to every student, and they advocate for equitable access to instructional programs and activities.  <i>Class meeting(s) and assignment(s) addressing this standard: This course in its entirety is about fair and equitable access and opportunities for ALL students and families within the school system. Each class meeting speaks directly to this standard.</i></p>
<p>TSPC OAR 584-017-0441 (6) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to work to establish and foster an emotionally, socially, and physically safe learning environment for students, staffs, and families.  <i>Class meeting(s) or assignment(s) addressing this standard: Each class focuses on one or more of the above areas with carefully guided small group and large group discussion of examples, case histories and court rulings directly effecting the school system.</i></p>
<p>TSPC OAR 584-017-0441 (11) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to integrate their knowledge, skills, and life experience to respond effectively to new or unexpected critical events and situations.  <i>Class meeting(s) or assignment(s) addressing this standard: The focus of each class meeting is to provide opportunities for indepth exploration of legal and ethical issues found in the educational setting. During each class meeting, the pre-service student can begin to internalize and apply the necessary knowledge and skills needed for effective legal and ethical decision making in their school setting.</i></p>

**Authorization Levels (for TSPC-approved programs only):**

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an "R" in the appropriate box) and/or through a practicum experience (indicate with a "P" in the appropriate box).

<b>Early Childhood</b>	Pre-Kindergarten-4 <sup>th</sup> Grade in a preprimary school, a primary school, or an elementary school.	R
<b>Elementary</b>	3 <sup>rd</sup> -8 <sup>th</sup> Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	R
<b>Middle Level</b>	5 <sup>th</sup> -9 <sup>th</sup> Grades in an elementary, middle, or junior high school, or high school.	R
<b>High School</b>	9 <sup>th</sup> -12 <sup>th</sup> Grades in Subject/Dept. Assign. in a High School.	R

\*R = Readings and In-class Discussions      \*P = Practicum

**Student Performance:**

Student performance criteria appear on page(s)     3     of this syllabus (student performance includes goals, evidence, and levels of performance).



**SCED 509 Ethical Issues in School Counseling (3 credit)**

**Brooks-McNamara Syllabus**

**May 2016**

Vicki McNamara, Ph.D E-mail: [vsm@lclark.edu](mailto:vsm@lclark.edu)

**Required Reading:**

- Stone, C. (2013). *School Counseling Principles: Ethics and Law*. American School Counselors Association, Alexandria, VA
- Gathercoal, F (2004). *Judicious Discipline*. Caddo Gap Press, San Francisco, CA

**Course Description:**

Study of school law under which educators operate. Case law and discussions will concentrate on legal rights and responsibilities of all individuals attending or employed by public schools. Examination of areas of educational governance (e.g., courses of law and the courts, schools, and the states). Ethical codes of the American School Counselor Association will be utilized via case studies. Meets the requirement of the Oregon Teacher Standards and Practices Commission for knowledge of federal and state laws prohibiting discrimination.

**Course Goals & Objectives:**

Upon completion of this course of instruction, students will be able to apply state and federal law when addressing a variety of legal and ethical issues that may confront them, as school counselors, including but not limited to:

- confidentiality of student communications and records
- clear and imminent danger and other duty-to-warn situations
- discrimination
- sexual harassment
- the rights of minor students to obtain counseling/medical treatment without parent consent
- child abuse reporting requirements
- negligence
- obligations to the court
- professional behavior
- bullying, cyberbullying and sexting
- models for ethical decision making

**Course Calendar:**

<b>Date:</b>	<b>Assignment Description</b>
Aug 15, 2016	<ul style="list-style-type: none"><li>• Judicious Discipline Chapters: 1, 2, 3, 5, and 6</li><li>• Ethics &amp; Law Chapters: 1, 2 and 3 Homework: Section of Case</li></ul>
Aug 16, 2016	<ul style="list-style-type: none"><li>• Ethics &amp; Law Chapters: 4, 5 &amp; 6. Guest Speaker: Student Discipline Specialist</li><li>• Homework: Section of Case</li></ul>
Aug 17, 2016	<ul style="list-style-type: none"><li>• Ethics &amp; Law Chapters: 7, 8 and 9. Guest Speaker: Immigration Lawyer</li><li>• Homework: Section of Case</li></ul>
Aug 18, 2016	<ul style="list-style-type: none"><li>• Ethics &amp; Law Chapters: 10, 11 and 12. Guest Speakers: School District Lawyer</li></ul>
Aug 19, 2016	<ul style="list-style-type: none"><li>• Ethics &amp; Law Chapters: 13 and 14.</li><li>• Case Presentations Final &amp; Class Evaluation</li></ul>

## **Course Requirements:**

1. Class attendance is required. Attendance and active class participation are critical to successful completion of the course and will be reflected in the final grade (see above). Please contact instructor to discuss the possibility of pre-arranging any absence.
2. Assignments must be completed on time. This includes those done in class in cooperative learning group as well as those assigned for the next class meeting. All required readings must be completed prior to coming to class. This ensures active class participation with thoughtful discussion and dialogue including those in cooperative learning group.
3. Each candidate will participate in a group to develop an original ethical/legal case that will be presented for in-depth analysis.
4. Successful completion of the final. This will be done in the computer lab during the last meeting utilizing the electronic template provided. The final will be a replica of the work done in cooperative learning groups except this will be done alone addressing a new/original ethical dilemma.

## **Evaluation and Assessment (Criteria for Overall Coursework):**

### **Distinguished (A is 94-100%, A- is 90-93%)**

Indicates that you are consistent, active, and thoughtful in your participation during class sessions. You come prepared for class with all reading and assignments completed. You demonstrate leadership in class discussions and your thoughts reflect understanding of course material. Your fellow classmates are able to learn from your contributions to class. You have completed all assignments as stated, addressing all the components specified in the instructions. Evidence is present of thoughtful attention to the intent of the assignment. Completed work demonstrates an understanding of the intention of the assignment as a learning process including: engagement with the material and resultant learning or insight. Outside research and use of resources other than class texts where specified. The candidate demonstrates clear presentation of written work. Key concepts or themes of the completed assignment are clear and well articulated.

### **Proficient (B is 84-89%, B- is 80-83%)**

Indicates that you are prepared when you come to class; you have read the material and completed the assignments. You actively participate in class discussions. You are able to use what you have learned. You have completed all assignments as stated, addressing all the components specified in the instructions. Evidence of thoughtful attention to assignments, engagement with the material and resultant learning or insight, with some lack of clarity or inaccuracies in communicating learning or insight. Clear presentation of written work that requires some revisions.

### **Progressing (C is 74-79%, C- is 70-73%)**

Indicates that you are not always prepared when you come to class. You do not participate in discussion or add to the understanding of the material presented in class. In some cases you may attempt to take over or dominate group discussions. You have limited or minimal understanding of some of the concepts. Your writings do not show understanding of key concepts.

### **Unsatisfactory (Below 70%)**

Indicates that you do not have either the will or the ability to complete the assignments. You are either not participating in the class or are a distraction to classroom discussions. Your writings are missing or poorly written. You have not demonstrated an understanding of the course content or objectives.

## **Percentage Breakdown of Final Grade:**

- Class attendance with in-class cooperative learning participation; homework completion = 35%
- Case Presentation = 15%
- Final = 50%