UNIVERSITY OF CENTRAL FLORIDA
College of Education

I. Descriptive Information

Department: Educational Studies
Course Title: Analysis and Application of Ethical, Legal and Safety Issues in Schools
Course Number: EDF 4603-A007
Course Credit: 3 Semester Hours
Prerequisite: EDG 2701, EDF 2005, and EME 2040 or C.I.
Semester: Summer 2011
Instructor: Dr. Michael Johnson
E-mail: Michael.Johnson2@ucf.edu
Office Hours: Monday and Wednesday 1-2
Phone: 321-433-7976 (Palm Bay office)
Webpage: http://education.ucf.edu/stll/ (Elementary)

II. Statement of Course Goals and Objectives

Catalog Course Description: Critical analysis of contemporary educational issues, including ethical, safety, legal, cultural, and linguistic considerations which directly impact schooling in a democracy.

Course Goals: The course will allow students to exercise their skills of examination and evaluation to critically analyze various issues associated with public education and to determine personal beliefs about those issues. Students will examine and reflect on a variety of legal, ethical and safety issues which directly impact schooling. Students will query and identify collateral social factors or concerns and survey diversity-related perspectives.

ESOL = English for Speakers of Other Languages
FEAP = Florida Educator Accomplished Practices
PEC = Florida Professional Education Competencies

Specific Course Objectives:
1. Students will understand school law pertaining to compulsory attendance, instructional programs, and student records. (FEAP/PED 6)
2. Students will comprehend and apply school law pertaining to the rights of students, students with disabilities, and teachers. (FEAP/PEC 6)
3. Students will analyze and apply school law as it related to church and state and state issues. (FEAP/PEC 6: Ethics)
4. Students will analyze and apply to K-12 education school law related to desegregation. (FEAP/PEC 6)
5. Students will recognize the differences and similarities among cultural groups in the United States and be able to identify the impediments to successful educational experiences for LEP students. (ESOL 2, 3, 23 and FEAP/PEC 5: Diversity; PEC 14)

6. Students will understand and apply to selected educational issues the Florida Code of Ethics for Professional Educators and the National Education Association Code of Ethics for Professional Educators. (FEAP/PEC 6)

7. Students will understand and apply the historical development of ethical theories to current K-12 school issues. (FEAP/PEC 6)

8. Students will develop, articulate and apply ethical beliefs and theories to ethical problems in education. (FEAP/PEC 4; Critical Thinking and FEAP/PEC 6)

9. Students will learn how schools and society respond to social issues that place children at risk. (FEAP/PEC 9: Learning Environments)

10. Students will understand the importance of the student hall pass, visitor/volunteer screening procedures, and campus and building patrols to maintain school safety. (FEAP 9)

11. Students will appreciate the importance of emergency response procedures, weapons detection and prevention programs, and victim support services. (FEAP 9)

12. Students will understand the importance of safeguards in the use of technology. (FEAP 9)

13. Students will recognize the importance of coordinated relationships between schools and local law enforcement agencies, the legal principles governing search and seizure, and the legal use of force by educators and law enforcement. (FEAP/ PEC 9)

14. Students will understand the importance of gang prevention and resistance programs. (FEAP/PEC 9)

15. Students will learn how to become “reflective practitioners,” a term which is central to the College of Education’s prevailing philosophy. (FEAP/PEC 3: Continuous Improvement)

**Means to Achieve Objectives (Competencies)**

1. Assigned text readings
2. Oral Presentation (Group Assignment)
3. Class Attendance and Participation
4. Case Studies (ESOL) (accessible at Webpage)

**III. Required Texts**


IV. Academic Course Requirements

1. ESOL Standards 1, 2, 3, and 23: The ESOL Case Studies deal with the emerging reality of a linguistically diverse student body. Students will complete the “Assignments for EDF 4603” found on-line at http://education.ucf.edu/stll/ and listed below. Each set of questions relating to the case study must be completed. The completed assignment must be brought to class on the scheduled day. Satisfactory completion of this assignment will enable the instructor to sign you off for this portion of the TESOL requirement for graduation. Your signed-off assignments should be placed in your TESOL notebook, which is required by the UCF College of Education.

   **Standard #1** The Consent Decree.

   - Standard #2: Recognize the major differences and similarities among the different cultural groups in the United States.
   - Standard #3: Identify, expose, and reexamine cultural stereotypes relating to LEP and non-LEP students.
   - Standard #23: Identify major attitudes of local target groups towards school teachers, discipline, and education in general that may lead to misinterpretation by the school personnel; reduce cross-cultural barriers between students, parents, and the school setting.

**Activities**

**Standard #1 The Florida Consent Decree.**
See website for directions (NOTE NO MORE THAN TWO PAGE RESPONSE)

**Standard 2 & 3**
English Language Learner Interview

The purpose of this assignment is to analyze how language learning is experienced and internalized by English Language Learners (ELL).

For this assignment, identify an individual who may be categorized as an English Language Learner per the Florida Consent Decree. Interview this individual about his/her experiences learning English. This might take a bit of reflection on the part of your interviewee, especially if you have chosen an adult who is completely fluent in English. Conversely, you shouldn’t choose a limited English proficient interviewee who is still struggling with speech production, unless you are willing to reword your questions. Patience is required in the latter case. If you choose to interview a subject that is under the age of 18, you must get permission from his/her guardian before the interview. After you have reread and analyzed your interview notes, respond to the following questions **(2 pages maximum)**. Please attach your interview notes with your question responses.

1. What are the major differences/similarities between your culture and that of your interviewee?
2. What stereotypes about your respondent’s culture were upheld/destroyed/transformed through the interview?
3. Vis-à-vis education and language acquisition, what approaches worked best/worst for your interviewee? What is your reaction to his/her experiences? Provide examples in your discussion.

4. Having learned about this particular culture, what skills do you think you need to develop in order to work effectively in diverse classrooms? How could you develop these skills independently? How could teacher education programs be changed to help to enhance your effectiveness with diverse students?

5. What other realizations, notions, lessons learned did you have from this experience?

Standard 23
Cultural Groups and Educational Attitudes
Pick 2 major cultural groups within today’s public schools. Using an Internet search engine (e.g. Dogpile, Google), search for 2 websites which contain information on each of these two cultural groups’ attitudes toward education in general. The websites should be nonprofit, meaning that their URL address end in either EDU, ORG, or GOV.
Once you have found appropriate websites and read over all of the material carefully, summarize the groups’ attitudes and highlight the areas that might lead to misinterpretation within schools. Considering this information, name 5 strategies/approaches/techniques/models that schools/teachers can employ to reduce the cross-cultural barriers between each of these 2 groups and the schools. Then, explain what resources are available, or would be needed, to accomplish these objectives.

2. FEAP/PEC 5: Diversity: (Note: In this course the completed ESOL activities will become part of student’s electronic portfolio, uploaded through LiveText.) See ESOL standards 1, 2, 3, and 23 listed above and after receiving graded ESOL modules back upload to LiveText under Diversity, changing Heading to Reflections on Linguistic and Cultural Diversity.

3. FEAP/PEC 6: Ethics: (Note: Completed paper will become part of student’s electronic portfolio, uploaded through LiveText., and will count as test 2 also)
Position Paper: Based on the assigned readings on ethics, students are to select one new case (not covered in class) of interest for clarification and discussion. The paper of four to five pages should identify in clear terms the moral problems at issue, completely delineate the competing arguments represented in the text on the issue, and explain which argument makes the most sense and why. NOTE: Being explicit and clear as to how you reach your conclusion is a central aim of this task. This paper will be used for the Ethics section of the electronic portfolio, uploaded through LiveText.

4. The Law Test On the Law Text and class discussions.

5. The Ethics Paper (see #3 above)

6. Group Presentation: A group presentation on some aspect of the Safety in schools issues as noted on the syllabus and assigned in class
V. Schedule of Topics

5/16 Introduction to Course, Law Handbook, and A Big Picture Example: www.thezeitgeistmovement.com

School Law: Commercialism in Schools pp. 40-46 and School Facilities:
Community Use pp. 47-55 and Health Related Issues pp. 55-61

Free Speech and Expression Issues: School Board Meetings pp. 95-103, Student Dress pp. 104-111, and Student Publications pp. 112-117. **ESOL Module Due** (Graded/returned module will also be uploaded to LiveText as a Diversity Entry)

5/25 Student Internet Use pp. 121-126; Student Organizations and Clubs pp. 127-134; Part-time Admission of Students pp. 135-143; Student Medicine pp. 144-150 and Student Records pp. 151-161;

5/30 **Memorial Day Holiday**


6/6 **Mid-Term Law Test**
Ethics: Chapter 1 What This Book is About pp. 1-20 and Conclusion and Postscript pp. 119-125

6/8 Ethics: Chapter 3 Intellectual Freedom pp. 35-52

6/13 Ethics: Chapter 2 Punishment and Due Process pp. 21-34
Ethics: Chapter 4 Equal Treatment of Students pp. 53-69

6/15 Chapter 5 Diversity, Multiculturalism, and Religion pp. 70-93
Ethics: Chapter 6 Democracy, Professionalism, and Teaching with Integrity pp. 94-118
**Ethics Essay Due (Test 2 and graded/returned essay uploaded to LiveText as Ethics Entry)**

6/20 School Safety: Groups present

6/22 School Safety: Groups present

Professor reserves the right to make changes to this schedule.
### Grading

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Absences</th>
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<tbody>
<tr>
<td>Law Test</td>
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<tr>
<td>ESOL Module and Diversity Entry</td>
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<tr>
<td>Ethics Essay and LiveText Entry</td>
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<tr>
<td>Group Presentation</td>
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<td><strong>Total</strong></td>
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- **A** = 900-1000 points
- **B** = 800-899 points
- **C** = 700-799 points
- **D** = 600-699 points
- **F** = <600 points

Absences beyond one may affect your final grade.

+’s and −’s will be used

Assignments submitted after the due date will lose 20% of their points for each class after the due date they are late. Assignments submitted on e-mail will lose 10% if submitted on the due date and are not accepted thereafter.
VI. Bibliography


Resources on the web:

Code of Ethics for the Education Profession in Florida: www.firn.edu/doe/rules/6b-1.htm

NEA Code of Ethics: www.nea.org/aboutnea/code.html

Case Studies in Ethics of Education: www.uvsc.edu/ethics/curriculum/education


School Law Cases and Principles Regarding Church and State: www.nsba.org/site/docs/4000/3992.pdf