



EDUC 743 Course Syllabus

3140 Waiialae Avenue- Honolulu, HI 96816

www.chaminade.edu

Course Number: EDUC 743

Course Title: Education Law

Division : Education

Term: Winter 2020 / January 6– March 14

Credits: 3

Instructor Name : Christine Denton, Esq.

Email: christine.denton@chaminade.edu

Telephone: (808) 739-8597

Virtual Office Hours Policy: All questions will receive a response within 2448 hours.

University Course Catalog Description

This survey course explores the laws that govern schools. The course will provide background knowledge in laws and court cases involving public and private education, student and family rights, teacher rights, tort and school district liability, the Individuals with Disabilities Education Act, and case law pertinent to Hawaii. Case studies, personal reading reflections, and discussions will be used to enhance the course content areas.

Conceptual Framework

The Education Division's Conceptual Framework is based upon a set of beliefs that flow from the University's vision and mission statements, the Division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community. This alignment is designed to prepare education professionals who meet the National Council for Accreditation of Teacher Education (NCATE) standards for effective teaching by demonstrating professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively work with a diverse community of learners.

Education Division Mission Statement

The Education Division's mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders. Our programs are based on the liberal arts tradition, Catholic Marianist values, current research, best practice, and professional standards. In this context we develop educators who demonstrate ethical, effective and culturally responsive practices, and a commitment to building a just and peaceful society.

Marianist Values

1. Educate for formation in faith
2. Provide an integral quality education
3. Educate in family spirit

4. Educate for service, justice and peace
5. Educate for adaptation and change

Program Learning Outcomes (PLO)

1. Demonstrate knowledge of the impact of socioeconomic, legal, and cultural factors on schools, teachers, and students.
2. Demonstrate knowledge of organizational life in schools and organizational change processes, and connections to the development of positive school cultures that promote learning and social development of students.
3. Demonstrate ability to conduct systematic inquiries into programs and policies that are relevant, integral, and essential to the success of children, schools, and school leaders.
4. Demonstrate skills in facilitating collaboration and communication among schools, school communities, families, other educational and service agencies, and professional organizations.
5. Demonstrate knowledge and skills in managing personnel.
6. Demonstrate understanding of the ethical, moral, and caring dimensions of educational leadership.
7. Demonstrate ability to use informed scholarship to analyze and offer solutions for school policies and problems.
8. Produce a vision for the school, district, or organization about context in which the participant works that reflects the dimensions of PLO #1-7.

Course Learning Outcomes (CLO)

1. Demonstrate orally and in writing their ability to synthesize information and develop an informed perspective on major topics in education law.
2. Evaluate their school's and/or their school division's application of education law to specific situations and communicate their evaluation in discussions and in writing.
3. Apply education law in case student activities that involve small and large group discussions and written reflections.

Learning Materials

- School Law and the Public Schools: A Practical Guide for Educational Leaders (6th ed.)
- Learning materials will be provided.

Course resources

Resource	Service(s) Provided
Sullivan Family Library (Chaminade Library)	Tools to efficiently identify and access literature about an education research topic of your choosing
Val Coleman Librarian vcoleman@chaminade.edu 808-739-4661	Available to assist with literature searches as well as answer questions regarding research

Assessment

Each module is worth 10 points and contains various activities that culminate in an assessment activity for each module. The assessment activity will vary and may be either a quiz or a fact pattern that you must apply the information learned in the chapter(s) reviewed in the module. There will be no right or wrong answer for the final assessment of each module. Your ability to apply the concepts in the readings to the fact patterns and come up with a conclusion or course of action is what will be graded. Each assessment activity will require you to show that you can critically think about the issues that are presented, the different laws that apply to each of those issues, and the possible resolution. The purpose of this is to present to you situations that actual school leaders grapple with in order to prepare you for your tenure as a school principal or educational leader.

Grading scale

100-90%	A
89-80%	B
79-70%	C
69-60%	D
59-0%	F

Schedule

Week	Activity	Assignment
Week 1 Jan 6– Jan 12	Module 1: <ul style="list-style-type: none">● Introductions● Legal Frameworks	--Go through Introduction module and complete activities. --Read Chapter 1; review power point/lecture; complete assignment
Week 2 Jan 13 – Jan 19	Module 2 <ul style="list-style-type: none">● Religion & Culture	--Read Chapter 2; review power point/lecture; complete assignment
Week 3 Jan 20 – Jan 26	Module 3 <ul style="list-style-type: none">● Student Rights & Restrictions● National Security & School Safety	--Read Chapters 3 & 4; review power point/lecture; complete assignment
Week 4 Jan 27 – Feb 2	Module 4 <ul style="list-style-type: none">● Individuals with Disabilities● Liability & Student Records	--Read Chapters 5 & 7; review power point/lecture; complete assignment
Week 5 Feb 3 – Feb 9	Module 5 <ul style="list-style-type: none">● School Personnel & School District Liability	--Read Chapter 6; review power point/lecture; assignment

Week	Activity	Assignment
Week 6 Feb 10 Feb 16	Module 6 <ul style="list-style-type: none"> • Teacher Freedoms 	--Read Chapter 8; review power point/lecture; complete assignment
Week 7 Feb 17– Feb 23	Module 7 <ul style="list-style-type: none"> • Discrimination in Employment • 	--Read Chapters 9 & 10; review power point/lecture; complete assignment
Week 8 Feb 24 – Mar 1	Module 8 <ul style="list-style-type: none"> • Recruitment, Tenure, Dismissal, & Due Process 	--Read Chapter 11; review power point/lecture; complete assignment
Week 9 Mar 2 – Mar 8	Module 9 <ul style="list-style-type: none"> • Instructional Program & School Attendance 	--Read Chapter 12; review power point/lecture; complete assignment
Week 10 Mar 9 – Mar 15	Module 10 <ul style="list-style-type: none"> • School Desegregation • Public School Finance • Conclusion 	--Read Chapter 13; review power point; complete assignment

Modules may be subject to change based on the dynamics of current events. You will have one week to complete each module. Thus, late assignments submitted one-day late will receive a 10% deduction and two-days late with a 25% deduction. No late assignments will be accepted after. If there is an emergency, make sure to contact me before the due date of an assignment. No work will be accepted after the last day of the course.

Writing Standards

All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).

Academic Honesty

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Your instructor is the Title IX Coordinator for Chaminade University.

Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center| 808-735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Disability Access

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

Education Division Attendance Policy

(Revised 3/8/10)

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered.

Students must follow the attendance policy as stipulated in the syllabus of Education Division courses. Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

1. Excused Absences.

1.1. Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Examples would include illness (with verification by a doctor) or the death of a close family member. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

1.2. In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

2. Unexcused Absences. Chaminade University student policy states that in cases where unexcused absences are equivalent to more than a week of classes the instructor has the option of lowering the grade. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules:

2.1. Online courses and online portion of hybrid courses. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.