



EDUC 743 Course Syllabus

3140 Waialae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: EDUC 743

Course Title: Education Law

School/Division: School of Education and Behavioral Sciences

Term: Fall 2025/ October 6, 2025 to December 15, 2025

Credits: 3

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Virtual Office Hours: Available by appointment; I respond to emails sent through Canvas within 24 -36 hours.

University Course Catalog Description

This survey course explores the laws that govern schools. The course will provide background knowledge in laws (Hawaii state federal 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.

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 in 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. Describe the impact of socio-economic, legal, and ethical factors at an educational setting that promotes service, justice, and peace in a multi-cultural learning environment.
2. Synthesize best practices and evidence-based research into the effective operations of a campus that are relevant, integral, and essential to the success of a school.
3. Define a vision for a school and organizational change processes that work towards providing an excellent education, promoting student learning, and the development of the whole person.
4. Examine effective skills in promoting a positive school culture for all and the means for adaptation and change.
5. Articulate collaboration and communication with various internal/external stakeholders associated with a school setting.

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.

Online Course Guidelines

1. Students should communicate with each other using common courtesy, politeness, and appropriate behaviors. Inappropriate behavior, including, but not limited to the following, are unacceptable: bullying in any form, harassment in any form, making demeaning and/or derogatory comments, other aggressive behaviors in-person or virtually and/or other forms of communication.
2. Discussion Participation: We do not have online discussions much in this course. But if we do, you will be evaluated on the quality of your contributions and insights. Quality comments possess one or more of the following properties: Offers a response that is relevant and contributes to moving the discussion forward, transcends simply stating "I agree," and demonstrates in-depth thinking.

Learning Materials

- Legal Rights of School Leaders, Teachers, and Students (8th ed.). ISBN-13: 978-0-13-499753-7.
- Other learning materials will be provided.

Assessment

| Assignments | Max Points |
|------------------------------------|------------|
| Module activities (10 x 10 points) | 100 |
| Total | 100 |

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.

I have designed this terms course so that you can work at your own pace. But, BE MINDFUL that this is not an easy course. You will be expected to work through scenarios without the use of AI. Each module takes time. This is not a course that you can wait to the last minute and finish all at once. Each course is reading intensive, requires critical thinking skills and practice with those skills to improve them, and requires writing in your own words.

Please do not use AI for this course, even to check your answers. You will get it wrong. This course is also designed to have you think and express your own thoughts about how to solve a situation using the laws that we just learned about in the module. If you us AI, I will give you a zero for the module.

Grading scale

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

Schedule

| Week | Topic | Assignments |
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| MODULE 1 | <ul style="list-style-type: none"> -Introductions -Introduction to School Law -Church/State Relations -Overview of US Constitution, Hawaii state constitution, federal laws, Hawaii Revised Statutes, Hawaii Administrative Rules, and Hawaii Board of Education policies | <ul style="list-style-type: none"> -Complete Introduction Activity -Read Chapters 1 and 3; review power point/lecture; complete critical thinking assignment using relevant US case law and BOE policies |
| MODULE 2 | <ul style="list-style-type: none"> -Student Expression, Association, and Appearance -Student Classifications | <ul style="list-style-type: none"> -Read Chapters 5 & 6; review power point/lecture; complete critical thinking assignment using relevant US case law and BOE policies |
| MODULE 3 | <ul style="list-style-type: none"> -Student Discipline <p>RELEVANT LAWS COVERED:</p> <ul style="list-style-type: none"> -US Constitution -Hawaii Administrative Rules Chapter 19 -Relevant US Supreme Court case law | <ul style="list-style-type: none"> -Read Chapter 8; review power point/lecture; complete critical thinking assignment using Hawaii Administrative Rules Chapter 19; US Supreme Court case law |
| MODULE 4 | <ul style="list-style-type: none"> -Individuals with Disabilities <p>RELEVANT LAWS COVERED:</p> <ul style="list-style-type: none"> -IDEA -Section 504 of the Rehabilitation Act of 1973 -Hawaii Administrative Rules Chapters 60 & 61 -Hawaii Revised Statutes | <ul style="list-style-type: none"> -Read Chapter 7; review power point/lecture; complete critical thinking assignment using IDEA, Hawaii Administrative Rules Chapter 60 and relevant US Supreme Court Decisions |
| MODULE 5 | <ul style="list-style-type: none"> -Employee's Substantive Constitutional Rights <p>RELEVANT LAWS:</p> <ul style="list-style-type: none"> -State and Federal laws -US Supreme Court decisions -BOE policies -DOE procedures | <ul style="list-style-type: none"> -Read Chapter 10; review power point/lecture; complete critical thinking assignment using federal laws, US Supreme Court decisions, BOE policies, and DOE procedures |
| MODULE 6 | <ul style="list-style-type: none"> -Discrimination in Employment <p>RELEVANT LAWS:</p> <ul style="list-style-type: none"> -US Supreme Court decisions -BOE policies -DOE procedures | <ul style="list-style-type: none"> -Read Chapter 11; review power point/lecture; complete critical thinking assignment using federal laws, US Supreme Court decisions, BOE policies, and DOE procedures |

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| MODULE 7 | -Termination in Employment RELEVANT LAWS: -US Supreme Court decisions -BOE policies -DOE procedures -HSTA Contract | -Read Chapter 12; review power point/lecture; complete critical thinking assignment using US Supreme Court decisions, BOE policies, DOE procedures, and the HSTA Contract |
| MODULE 8 | -Instructional Issues & Alternative to Increase Educational Choice RELEVANT LAWS: -US Supreme Court decisions -Family Educational Rights & Privacy Act (FERPA) -Hawaii Administrative Rules Chapter 34 -BOE policies -DOE procedures | -Read Chapters 4 & 13; review power point/lecture; critical thinking assignment using FERPA, Chapter 34, BOE policies and DOE procedures |
| MODULE 9 | -Tort Liability -Elements of a tort | -Read Chapter 2; review power point/lecture; critical thinking assignment |
| MODULE 10 | -Summary of Legal Generalizations -Conclusion | -Read Chapter 14; WATCH VIDEO - UNDERWATER DREAMS; critical thinking assignment |

May be subject to change based on the dynamics of current events.

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).
6. Do not use AI.

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

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.

Artificial Intelligence

*While AI technologies can be useful tools for research and learning, the Academic Honesty policies apply when using these technologies. The use of AI **is not permitted** to compose essays or produce content for assignments and exams. Students should give proper credit to sources when using information obtained through AI tools or other sources. It is essential that we uphold academic integrity while fostering a culture of creativity and critical thinking.*

Title IX and Nondiscrimination Policy

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

Disability Access

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Attendance Policy

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Students should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to

complete missed assignments. Not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

1. Excused Absences.

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. 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.

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. 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.