Course Syllabus  
ED 371/MED 571: Education Law  
Spring 2015  
Thursdays, 3:00 - 4:50 p.m.  
Old Main Rm. Old Main 441  
(ED 371: 2 credits & MED 571: 1 credit)

Professor: Fumie K. Hashimoto, Ph.D.  
Office: Old Main Room 463, Phone: (360) 438-4330, Email: fumie@stmartin.edu  
Homepage URL: http://homepages.stmartin.edu/fac_staff/fhashimoto/  
Office Hours: Mondays: 2:00 to 3:00 p.m.  
Tuesdays: Noon to 1:00 p.m., 2:20 to 4:00 p.m.  
Wednesdays: 2:30 to 4:00 p.m.  
Thursdays: 2:20 p.m. to 3:00 p.m.  
Or by appointment.

In case of emergency or school closure:  
- In case of unexpected instructor absence, every attempt will be made to notify you via email or phone call prior to the class session. Please also check Fumie’s website.  
- In case of inclement weather or school closure emergency – please review status on the university website.

Text:  

Additional selected reading materials provided by instructor.

Saint Martin's University Mission Statement  
Saint Martin’s University is a Catholic Benedictine institution of higher education that empowers students to pursue a lifetime of learning and accomplishment in all arenas of human endeavor.

Saint Martin’s students learn to make a positive difference in their lives and in the lives of others through the interaction of faith, reason, and service.

The university honors both the sacredness of the individual and the significance of community in the ongoing journey of becoming.

* The four core themes; faith, reason, service, and community, are integrated and embedded throughout this course. To indicate strong alignment of each of these core themes, an asterisk with “f, r, s, and c” shows the alignment of faith, reason, service and community, respectively throughout this syllabus. This is based on an assertion that the teaching profession in itself is about service to the community and society.

University Academic Values are Knowledge, Spirituality, Hospitality, Service, Creativity, Communication, Inquiry, Discovery, and Holistic Education.
Conceptual Framework of the College of Education and Professional Psychology at Saint Martin's University is to develop the Knowledge, Skills and Disposition necessary in all teachers. The goal of this course is constructed to adhere to our mission, academic values, and conceptual framework.

Core Values of SMU College of Education and Professional Psychology Programs
Our programs involve the recognition of change, the constructivist approach to knowledge and skills formulation, multi-age grouping practices, technological utilization, and significant themes of inquiry integrating both the practical and the theoretical aspects of knowledge. Our curriculum engages students in basic skills development through inquiry-oriented, critical, reflective, creative, and imaginative thinking, and ethical decision making.

Goals
1. **Curriculum (Knowledge):** The College of Education and Professional Psychology Programs are dedicated to developing competent teachers, counselors, and administrators who have strong knowledge in subject matter. Individuals completing our programs will utilize technology as it relates to teaching/counseling/administration; participate in free and open inquiry; and problem-solve and construct new learning opportunities for themselves, P-12 students, and staff.

2. **Pedagogy (Skills):** Individuals will develop and utilize pedagogical/counseling administration strategies and skills necessary to their program. The College of Education and Professional Psychology Programs will provide a community for P-12/SMU collaboration, thus enriching pre-service through the professional performance continuum. Individuals completing our programs will have participated in a variety of leadership opportunities and multiple P-12 field experiences, including placements with school districts with diverse student populations.

3. **Attitude (Disposition):** The College of Education and Professional Psychology Programs are dedicated to developing a caring community of teacher/counselor/administrator-colleagues with strong ethical dispositions, professional leadership, collaborative skill, openness to innovation, and personal integrity. Individuals completing our programs will reflect democratic traditions – including acceptance of the individual and sensitivity for cultural diversity.

Commitment to Excellence
We are committed to assuring that candidates will be provided an intellectual and professional learning environment that is rigorous, relevant and realistic. Academic courses and program experiences are purposefully designed for candidates to probe deeper, reach further and to encourage creative and resourceful exploration of alternative pathways to address presented issues and tasks. Our programs are developed and conducted with high expectations that candidates will be personally engaged in their learning, stimulated in their thinking and genuinely challenged to expand the knowledge, skills, and dispositions within their chosen field. Candidates are intentionally guided, coached and supported in their enhancement of relevant and meaningful teaching, counseling, and administrative skills. Candidates will demonstrate their abilities to meet professional standards through effective oral and written communications, completion of realistic analysis, and critical thinking and problem solving tasks. Candidates are held accountable to demonstrate professional dispositions and organize and simultaneously manage multiple projects within established timelines. Our learning community instills excellence in thought and service while nurturing a candidate’s sense of personal and professional development. Therefore, candidates completing our academic and certification programs will be agents of change and educational leaders who are resilient, reflective practitioners meeting the needs of an evolving world.
Catalogue Description:
This course fulfills state requirements for understanding education law and its relation to contemporary school issues and problems. The course covers extensive study of state agencies and local school boards, university issues and law, teachers' employment, tenure, academic freedom, and student issues of compulsory education system in the United States. F, Sp. The class content meets the Professional Educators Standards Board (PESB, formally, State Board of Education) requirements stated under WAC 181-78A-270 (1)(d)(iii).

Instructor’s Belief:
I take the position that no single method of instruction is sufficient to achieve all goals and objectives of learning Education Law. Instead, it is based on the assumption that the keys to effective teaching and learning are variety and flexibility. Utilizing the textbook as a sourcebook and guide to help future teachers set learning in motion, the course will examine various education related laws and their appropriate practical applications in schools, which helps prospective teachers to plan and implement their own effective programs.

Course Format and Evaluation:
The philosophy of the course is that knowledge is constructed by learners in the process of reflection, inquiry and action. Students are encouraged to engage in reflective and critical thinking about education related laws. Consistent attendance and participation is required. Lack of attendance and/or excessive tardiness will lower the semester grade.

Course Goals:
For prospective teachers to know and understand the following:
1. The fundamental relationship between law and current issues in education (*r, *f, *s, *c).
3. Why and how to make appropriate choices as a practicing educator (*r, *f, *s, *c).
4. State law and regulation requires schools to conduct natural resource and environmental education, defining environmental education as part of Basic Education and mandating its instruction in public school at all grade levels in all subject matters (RCW 28A.230.020 and WAC 392-410-115) (*r, *f, *s, *c). The RCW reads in part: All common schools shall give instruction in . . . science with special reference to the environment . . . . All teachers shall stress . . . the worth of kindness to all living creatures and the land. The following three areas will be stressed throughout the semester:
   - Healthy Communities (Social Justice): Local/regional/world cultures and communities are to be covered in areas of knowledge, skills and disposition.
   - Economic Viability: Social studies/economics content are to be covered in areas of knowledge, skills and disposition.
   - Healthy Environment: Environmental issues in social studies are to be covered in areas of knowledge, skills and disposition.
Course Objectives:
By successfully completing the course, students will be able to do the following:

1. Acquire a practical and useful understanding of current school laws that will provide students with a working knowledge of the legal standards and processes applied to educational issues (*r, *f, *s, *c).

2. Gain an understanding and knowledge of preventive law in teaching and working to aid in dealing with potential legal problems encountered in the classroom on a daily basis (*r, *f, *s, *c).

3. Understand the way courts resolve conflicts among students, teachers, administrators, and other groups in the community (*r, *f, *s, *c).

4. Gain information about current legal principles and how they are applied to schools (*r, *f, *s, *c).

5. Analyze educational issues that will impact the courts and their classrooms in the coming years (*r, *f, *s, *c).

Course Assignments: (See additional information in "Class Policies and Expectations")
Course assignments will include Chapter Prompts (answers to prompts), chapter quizzes, in-class activities (including collaborative participation in small and large group activities), and acting in accordance with the Code of Professional Conduct. Failure to complete these assignments on a timely basis will constitute grounds for a failing grade.

1. Chapter Prompts: 10 at 50 points each, total: 500 points (*r, *f, *s, *c). The chapter prompts are available online for each week. It is the students’ responsibility to download, print and read the textbook to be ready to answer each prompt for every class. Answers to Chapter Prompts must be typed and double-spaced and are due at the beginning of the following class. Late papers are given -5 % points of the assignment points per calendar day late up to one week. Assignments will not be accepted for points after one week. [NOTE: Violation of items on my “pet peeve” list given in class constitutes double the points deducted.] The grade is divided as 70% for content and 30% for surface/mechanical errors. Do not turn in other students’ work with your name on it. Even if you study with classmates, you must type your own prompt answers and submit your own work. Do not copy/Paste other students’ assignments, and do not share your assignments with other students to copy.

2. Quizzes: 4 at 100 points each, total 400 points (*r, *f, *s, *c). Each quiz will have equal importance in terms of grading. The quizzes will be designed to indicate students’ knowledge and application of issues discussed in class, the assigned readings, and further analyses using available materials. If the quiz is given in CRC, you must double space and use 12pt or larger size font for the entire analyses before you print them. All other writing assignment guidelines apply to printed analyses.

3. Attendance/In-class activities and participation (*r, *f, *s, *c): 100 points. Assigned readings for each topic will be reviewed and discussed in class. Prior to each class meeting, students are to download and complete the assigned prompt for that lecture day.
by reading the assigned material from the textbook and be ready to participate in that day’s class activities. Students will be evaluated in terms of their performance on class activities, contributions and interpretations concerning the readings and discussions generated.

4. Code of Professional Conduct: Students will be graded on professional conduct (*r, *f, *s, *c). Students failing to act in a professional manner may earn a lower grade even with higher accumulated semester points. NOTE: See Professional Code of Conduct handout.

**Schedule:**
The following schedule of topics indicates dates for reading and assignments to be done. It is tentative for several reasons:

1. Class discussion may indicate content changes.
2. As we progress, we may decide to devote more or less time to a topic.

Subject to the above, we will follow the schedule. Unless it is announced in class that there is a change in assignment due dates, they will remain as indicated.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Reading Due</th>
<th>Assignments Due **</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>01/15</td>
<td><strong>Introduction and Course Overview</strong></td>
<td>Download and answer next week's Prompt.</td>
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<td></td>
<td>(Thurs.)</td>
<td>Three components of a Teacher (Chapter Prompts #1)</td>
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<td></td>
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<td>Lifestyle of a Teacher</td>
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<tr>
<td>2</td>
<td>01/22</td>
<td>Professional Code of Conduct/Teachers and the Legal System: Chapter 1 (Chapter Prompts #2)</td>
<td>Download and answer next week's Prompt.</td>
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<td></td>
<td>(Thurs.)</td>
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<td><strong>Chapter Prompts #1 Due</strong></td>
</tr>
<tr>
<td>3</td>
<td>01/29</td>
<td>Attendance/Choice: Chapter 19 (Chapter Prompts #3)</td>
<td>Download and answer next week's Prompt.</td>
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<td></td>
<td>(Thurs.)</td>
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<td><strong>Chapter Prompts #2 Due</strong></td>
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<tr>
<td>4</td>
<td>02/05</td>
<td>Contracts/Bargaining: Chapters 2/3/4 (Chapter Prompts #4)</td>
<td><strong>Chapter Prompts #3 Due</strong></td>
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<td></td>
<td>(Thurs.)</td>
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<tr>
<td>5</td>
<td>02/12</td>
<td><strong>Quiz One</strong></td>
<td>Download and answer next week's Prompt.</td>
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<td>(Thurs.)</td>
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<td><strong>Chapter Prompts #4 Due</strong></td>
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<tr>
<td>6</td>
<td>02/19</td>
<td>Due Process: Chapter 13 (Chapter Prompts #5)</td>
<td>Download and answer next week's Prompt.</td>
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<td>(Thurs.)</td>
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<tr>
<td>7</td>
<td>02/26</td>
<td>Liability: Chapters 5/6/7/8 (Chapter Prompts #6)</td>
<td><strong>Chapter Prompts #5 Due</strong></td>
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<td>(Thurs.)</td>
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<tr>
<td>8</td>
<td>03/05</td>
<td>Case Studies &amp; Analyses: Triangulation</td>
<td><strong>Chapter Prompts #6 Due</strong></td>
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<td></td>
<td>(Thurs.)</td>
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<td>9</td>
<td>03/12</td>
<td><strong>Spring Break: No class 😊</strong></td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Reading Due</td>
<td>Assignments Due</td>
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<td>10</td>
<td>03/19 (Thurs.)</td>
<td><strong>Quiz Two</strong></td>
<td>Download and answer next week's Prompts.</td>
</tr>
<tr>
<td>11</td>
<td>03/26 (Thurs.)</td>
<td><strong>Advising Day: No Class</strong></td>
<td>Download and answer next week's Prompt.</td>
</tr>
<tr>
<td>12</td>
<td>04/02 (Thurs.)</td>
<td>Rights/Discrimination: Chapters 15/16 (Chapter Prompts #7) Special Education/Bilingual Education: Chapter 17 (Chapter Prompts #8)</td>
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<tr>
<td>13</td>
<td>04/09 (Thurs.)</td>
<td><strong>Quiz Three</strong></td>
<td>Chapter Prompts #7 and #8 Due</td>
</tr>
<tr>
<td>14</td>
<td>04/16 (Thurs.)</td>
<td>Protections/Personal Freedoms: Chapters 9/10/11/12 (Chapter Prompts #9)</td>
<td>Download and answer next week's Prompt.</td>
</tr>
<tr>
<td>15</td>
<td>04/23 (Thurs.)</td>
<td>Protections/Personal Freedoms: Chapters 14/20 Records: Chapter 18 (Chapter Prompts #10) Current and Future Controversies: Chapter 21</td>
<td>Chapter Prompt #9 Due</td>
</tr>
<tr>
<td>16</td>
<td>04/30 (Thurs.)</td>
<td><strong>Quiz Four</strong></td>
<td>Chapter Prompts #10 Due</td>
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<td>Finals</td>
<td>05/05 (Tues.)</td>
<td>3:15 – 5:15 p.m. Special Workshop Presentation: “Accused” WEA Attorney Representative, Mr. Jerry Painter Please bring Professional Code of Conduct document</td>
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ATTENDANCE: Since professional behavior requires that the teacher be punctual and dependable in attendance, you will be expected to demonstrate this quality in the class. Students are expected to attend every class session. If you must be absent due to an emergency, please call 360-438-4330 and leave a voice mail, just as a teacher must do. Any assignment due on that day should be sent as an attachment to e-mail to: fumie@stmartin.edu by the start of the class.

➤ 3 incidents of coming to class late by 10 minutes or more, or leaving early equals one absence.
➤ Lack of attendance will lower your semester grade.

The following are some clues to succeeding in this course:
➤ Appearance of effort and thought – make your assignments look professional!
➤ Polished writing – you are going to be a teacher! Proofread your work.
➤ Evidence of knowledge of class material – no bluff, know your stuff!
Grading Criteria:  * Also see Class Policies & Expectations.

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Chapter Prompts (10 @ 5% ea.)</td>
<td>50</td>
<td>500</td>
</tr>
<tr>
<td>Quizzes (4 @ 10% ea.)</td>
<td>40</td>
<td>400</td>
</tr>
<tr>
<td>Attendance/Class Participation</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
<td><strong>1,000</strong></td>
</tr>
</tbody>
</table>

**ATTENDANCE GRADES:**

- 0 - 1 absences = 100
- 2 absences = 70
- 3 absences = 40
- 4 absences = 0

⇒ Each additional 3 absences will drop your semester grade down one letter grade

⇒ There are 15 total class sessions

**GRADE SCALE:**

- 960 - 1,000 = A
- 900 - 959 = A-
- 870 - 899 = B+
- 830 - 869 = B
- 800 - 829 = B-
- 770 - 799 = C+
- 730 - 769 = C
- 700 - 729 = C-
- 670 - 699 = D+
- 630 - 669 = D
- 600 - 629 = D-
- 599 & below = F

* Minimum acceptable grade for Education Program is a “C” [“B” for graduate students.]

**DUE DATES**

**CHAPTER PROMPTS:**
- 01/22, 01/29, 02/05, 02/12, 02/26, 03/05, 04/09, 04/23, 04/30.

**QUIZZES:**
- 02/12, 03/19, 04/09, 04/30.

**Final:**
- Tuesday, May 5th, 3:15-5:15 p.m.
CLASS POLICIES AND EXPECTATIONS

I. ATTENDANCE/PARTICIPATION (100 pts.)
You are expected to attend all classes. In case of an illness or emergency, it is your responsibility to notify the instructor prior to the class by calling 438-4330 and leaving a voice mail message. Please sign the attendance sheet every time you come to the class. You may only sign your own name on the attendance sheet. We have 15 meetings this semester. The explanation of the grade scale is on page 7 of the course syllabus. ➔ Please turn off your cell phone prior to entering the classroom.

II. CHAPTER PROMPTS (500 pts. = 10 @ 50 pts. each)
Having good written communication skills is essential to all teachers. These writing assignments are given as exercise and necessary practice for prospective teachers in gaining good written communication skills. The chapter prompt/question sheet will be distributed at the start of each class meeting. The papers are due in the designated classroom by the class starting time on the date assigned in the course syllabus. The paper must be typed and double-spaced and will be graded 70% for content (coherence, organization and written communication skills) and 30% for surface errors (grammar, spelling, and punctuation). Surface errors are counted one point per error up to 30% of the full points. NOTE: Violation of items on my “pet peeve” list given in class constitutes double the points deducted.

III. QUIZZES (400 pts. = 4 @ 100 pts. each)
There will be four quizzes at 100 points each. They will cover the lectures, class discussions, guest speakers (if any), reading assignments, and further analyses using available material. If the quiz is given in CRC, you must double space and use 12 point (at minimum) font for the analyses prior to printing them. All other writing assignment guidelines apply to printed analyses.

IV. ASSIGNMENTS
Assignments are due at the beginning of the class time. Only previously un-submitted assignments will be accepted. **Do not copy other students’ assignments, and do not share your assignments with other students to copy.** Five (5) % of assignment points will be deducted for each calendar day late on all assignments up to one week from the due date. Assignments will not be accepted after one week for points. Each missing assignment lowers your semester grade one letter grade. If re-do assignments are allowed, each re-do assignment is due at the next class time from the date it was returned and will not receive an A for the assignment grade. Each re-do assignment must be attached to the returned original to show the improvement. Please make every effort to meet a deadline. If you must miss a class, send your assignment in as an attachment to e-mail to the instructor by the deadline. It is your responsibility to make sure that the assignments are received by the due date. **It does not matter if you have sent it, it only matters that I receive it. Absolutely NO late assignment, make up and/or extra credit assignment accepted after the Wednesday of the week prior to the final week.** Extra credit points, if offered, will only be available to students who have no missing assignments and no excessive absences and/or tardiness.
V. DISABILITIES
Students with medically recognized and documented (permanent or temporary) disabilities and who are in need of accommodation have an obligation to notify the University of their needs. Students who are in need of accommodation should first contact Disability Support Services, Lower Level Library, 438-4580. If you need accommodations because of a disability, if you have emergency medical information that would be helpful for me to know, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

VI. ACADEMIC HONESTY/PROFESSIONALISM
Cheating is academic dishonesty as well as unprofessional for prospective teachers. Do not copy or use other students’ assignments, have someone else write your papers or plagiarize published or unpublished materials, or submit work previously graded by other instructors or me. See Saint Martin’s University Student Handbook. Students will be graded not only on their academic success, but on professional conduct as well. Students who fail to show professionalism in their academic or personal conduct (e.g. constant tardiness, excessive absences, and/or other unprofessional behavior) may earn a lower letter grade than the total of semester accumulated points, or may even earn a failing grade.

VII. Overview of the WA Teacher Performance Assessment (TPA) for WA Residency Teacher Certification [Excerpts: Introductory Statements for WA TPA]
TPA Conceptual overview
The Washington State Teacher Pedagogy Assessment (TPA), “…is built around the proposition that successful teaching is based on knowledge of subject matter and subject-specific pedagogy, knowledge of one’s students, involving students in monitoring their own learning process, reflecting and acting on candidate-based and student-based evidence of the effects of instruction on student learning, and considering research/theory about how students learn.

The WA TPA assessment is clearly focused on candidate impact on student learning (WAC 181-78A-010 (8-9)). To complete the assessment, you will describe your plans and what you actually did to impact student learning (the “what”), provide a rationale for your plans and an analysis of the effects of your teaching on your students’ learning (the “so what”), and analyze and reflect on the resulting student learning to plan next steps in instruction or improvements in your teaching practice (the “now what”)."

TPA Integration:
The TPA has been required for all candidate interns during the internship (student teaching) since Fall Semester 2011. In order to prepare candidates for successful completion of the TPA, Saint Martin’s faculty are including components of the TPA throughout program courses and field experiences.

References/Resources:
For detailed information concerning the TPA, please contact your advisor and/or refer to the following website:
http://www.wacte.org/content/wa-tpa-resources

VIII. MED 571 STUDENTS
Students* who are enrolled in MED 571 will be given additional assignments appropriate for the masters’ degree course requirement. Please see separate handout.

* Please see instructor after the class.