

**LOYOLA UNIVERSITY CHICAGO
SCHOOL OF LAW (LAW 683)
SCHOOL OF EDUCATION (CIEP 620)**

**LEGAL ISSUES IN SCHOOL DISCIPLINE
COURSE SYLLABUS FALL 2021**

Instructor: Prof. Kathleen Hirsman

Mobile Phone: (630) 247-2741

Email: khirsman@luc.edu

Campus Office: Corboy Law Center, Room 1128

Contact Hours, Accessibility and Responsiveness:

Email: '24/7'; you can expect an email response from me within 24 hours.

Virtual Office Hours: By appointment.

Telephone or Zoom Contact: Please let me know by email (khirsman@luc.edu) if you would like to set up a telephone conference or Zoom session. You may also call me on my cell phone (630-247-2741). Please leave a message, and I will get back to you within 24 hours.

Online Presence: I will have an online presence in our course at least once every 48 hours.

Course Information

A. Course Description

The course will address the Constitutional implications of school discipline and the statutory provisions governing student discipline and the administrative hearing process. Students will learn about 'zero tolerance' policies, the role that school discipline plays in the 'school-to-prison pipeline,' and the discriminatory impact of school discipline policies. Issues relating to discipline in charter schools and discipline of students with disabilities will also be addressed. Other topics to be discussed include disciplinary-related challenges that arise in the context of protecting vulnerable children, including issues of harassment and bullying of LGBTQ+ students and students with disabilities; and the legal tenets governing school districts' responses to cyberbullying and the rise of social networks and digital media. Emerging trends in alternatives to punitive school discipline practices, such as human rights approaches, positive behavior interventions and supports, and restorative justice, will be examined.

B. Course Learning Objectives/Outcomes

- Develop a solid understanding of the fundamental legal principles and law that guide school discipline practices in public elementary and secondary schools, including constitutional law, federal and state statutory law and administrative regulations, and case law.

- Enhance understanding of the policy concerns that have arisen regarding school discipline practices and develop knowledge of alternative approaches.
- Learn to apply the laws and regulations governing student discipline to case scenarios.
- Develop skills in determining and applying a best practices approach, from a legal and policy perspective, in responding to and remediating student conduct and behaviors in different contexts.
- Develop a more in-depth understanding of the resources available to understand and analyze issues that arise relating to school discipline and other educational issues involving student behavior and conduct.

C. Course Teaching Strategies

The central focus of this course is legal and policy considerations in school discipline. Fundamental concepts will be introduced through assigned readings from outside contemporaneous resources and instructor-directed media presentations. Student assignments and activities will have a practical orientation. Each assignment or activity will involve application of key concepts to a real-life situation.

D. Course Materials and Learning Resources

There is no textbook for this course. Each module sets out required assignments along with information on how to access assignments. Logon to LAW 683-001-F21 at <https://sakai.luc.edu/>

Student Assessment

To succeed in this course, students should demonstrate basic mastery of the subject matter for each module. This can be accomplished by completing the assigned readings, following the requirements of the Discussion Forum posts, and completing all assignments on time.

GRADING GUIDE

ASSIGNMENT POINT VALUES

| ASSIGNMENT | MODULE DUE | POINT VALUE |
|---------------------------|----------------------------------|----------------------------|
| Discussion Forums (7) | Modules 1, 2, 5, 6, 7, 10 and 11 | 10 points each = 70 |
| Live Class Attendance (3) | Modules 2, 6, 10 | 10 points each = 30 |
| Assignment I | Module 3 | 30 |
| Assignment II | Module 5 | 30 |
| Assignment III | Module 8 | 30 |
| Assignment IV | Module 9 | 30 |
| Final Project | Module 12 | 80 |
| TOTAL POINTS | | 300 |

FINAL GRADE CALCULATION POINT TOTALS

| | | | |
|-----------|---------|-----------|---------------|
| A | 279-300 | C | 219-230 |
| A- | 270-278 | C- | 210-218 |
| B+ | 261-269 | D+ | 201-209 |
| B | 249-260 | D | 189-200 |
| B- | 240-248 | D- | 180-188 |
| C+ | 231-239 | F | 179 and below |

WRITTEN ASSIGNMENTS PERCENTAGE – LETTER GRADE CORRELATION

| | | | |
|-----------|--------|-----------|--------------|
| A | 93-100 | C | 73-76 |
| A- | 90-92 | C- | 70-72 |
| B+ | 87-89 | D+ | 67-69 |
| B | 83-86 | D | 63-66 |
| B- | 80-82 | D- | 60-62 |
| C+ | 77-79 | F | 59 and below |

Module Progress

One of the benefits of online education is its time flexibility. For that reason, within any given week, students may complete assignments at their own pace. However, students are expected to complete all assignments for a given Module no later than the end of the week during which the Module was assigned. Failure to keep pace with the class not only harms individual students but also can have a potentially negative impact on other students' learning in the course.

General Due Dates of Assignments:

- Module weeks start on Monday and end on Sunday.
- All initial Discussion Forum posts are due on Wednesdays.
- The two responses to the Discussion Forum posts of your classmates are due on Sundays.
- All other graded assignments are due by 11:30 PM CST on Sunday of the module week.

Discussion Forum: Your initial post is 6 points and each reply post is 2 points, for a maximum of 10 points. Any post submitted after the current module, but within two weeks after module has ended - one point deduction. Any post submitted later than two weeks after module has ended - no points. See **Discussion Forum Rubric**.

Written Assignments – Late Submission: A student will receive a letter grade reduction for an assignment that is submitted after the due date unless he or she has a valid reason for the late submission and receives an extension from the instructor **PRIOR TO THE DUE DATE FOR SUBMISSION**.

Rubrics (3): See **Discussion Forum Rubric, Assignment Rubric, and Final Project Rubric**.

E. Student Responsibilities

Class Conduct

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. In our learning community, students feel comfortable sharing their different perspectives and experiences with each other, knowing that their classmates will respect those perspectives and experiences. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

Class Attendance and Preparation

Regular attendance in Live Class sessions and regular participation in online activities is required. If you need to miss a Live Class session, please let me know by email either in advance, or as soon thereafter as possible. Students who are unable to attend a Live Class session will be required to complete an alternate assignment addressing the material covered in the Live Class.

F. Recording of Zoom Class Meetings

In this class software will be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will

be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the course has concluded. *Students will be required to turn on their cameras at the start of class. Students who have a need to participate via audio only must reach out to me to request audio participation only without the video camera enabled.* The use of all video recordings will be in keeping with the University Privacy Statement shown below.

PRIVACY STATEMENT

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

G. Diversity Statement

It is our intent that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is our intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let your lead instructor or workshop facilitator know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

H. Student Support

Special Circumstances--Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Student Accessibility Center (SAC) (<http://www.luc.edu/sac/>).