

**I. Course Title:** ~~Course Title:~~ Rights and Responsibilities in the Disciplinary Process

**II. Course Prefix and Number:** ED 589

**III. Number of Credits:** 1 semester credits, 15 hours

**IV. Dates/Times:** Ongoing, asynchronous online

**V. Instructor:** Koh Ikeda

**VI. Location:** Online, <https://www.cecreditsonline.org>

**VII. Course Description:**

This course will guide teachers and administrators toward understanding their school's discipline policies and to better understand and manage disruptive and violent behaviors. It is designed to help create and maintain safe and orderly environments. Participants will identify the practical and legal definitions of force as well as their rights and responsibilities, particularly regarding the use of physical restraint. They will also learn to correctly describe and document incidents and explore strategies and techniques that are preventative. This course is an essential tool for all school personnel.

Participants/Grade Level: Teachers K-12, Principals, Administrators

**VIII. Course Objectives:**

- To investigate teacher and administrator rights and responsibilities in regards to the school's discipline policies.
- To adopt non-physical strategies and techniques while disciplining.
- To define and interpret legal terms regarding use of physical restraint.
- To correctly describe and document responses to disruptive incidents.

**IX. Texts, Readings, Instructional Resources/Methods of Instruction**

CD-ROM provided

A variety of strategies are employed in this course:

Content presented for participants to read online—the formal instruction

Video clips that reinforce the content

Specific and varied learning activities to practice skills and strategies

Online forum for participants to post answers to questions and summarize key learnings

Real life examples, specific strategies, activities, implementation assignments, and quizzes are included in each course module so skills are acquired and practiced at high enough levels of understanding to be applied throughout the course

**X. Content Outline/Topics**

**Lesson One**

Rights and Responsibilities in the Disciplinary Process Introduction (Lesson 1.a)

Situations in Schools Today (Lesson 1.b)  
Examples of Incidents (Lesson 1.c)  
Imagine an Incident (Lesson 1.d)

## **Lesson Two**

Force Defined (Lesson 2.a)  
Who Gets to Decide (Lesson 2.b)

## **Lesson Three**

When is Force Excessive – Necessary Defined (Lesson 3.a)  
Reasonable Defined (Lesson 3.b)  
Necessary and Reasonable (Lesson 3.c)

## **Lesson Four**

Necessary and Reasonable – Expanded Definitions (Lesson 4.a)  
Physical Factors You Can Consider (Lesson 4.b)  
Does An Alternative Exist? (Lesson 4.c)

## **Lesson Five**

More on Alternatives to the Use of Force (Lesson 5.a)  
Your Assessments of the Situation (Lesson 5.b)  
Must You Act Now? (Lesson 5.c)  
Coping With Stress (Lesson 5.d)

## **Lesson Six**

Alternatives to the Use of Force – School Policies (Lesson 6.a)  
Your School's Policy (Lesson 6.b)  
No School Policy (Lesson 6.c)  
IEPs (Lesson 6.d)

## **Lesson Seven**

Document, Document, Document (Lesson 7.a)  
Quiz (Lesson 7.b)

## **XI. Course Requirements and Grading Policy:**

Students participate in a variety of engaging, interactive, and reflective assignments including quizzes, workbook assignments, self-reflective exercises, practicing new skills, brainstorming with colleagues, and submitting lessons to an on-line discussion forum. The instructor reviews and approves all lessons posted to the on-line discussion forum. Pre and post tests are used to determine how new knowledge and skills are being implemented as the result of this course. Follow up questions are designed to refresh the learning experience and measure retention.

Participants will understand their school and states policies as they relate to disruptive and violent behaviors. Participants will be able to correctly describe and document incidents and to use strategies and techniques that are preventative.

This course contains

Quizzes (4)

Workbook Exercises (12)

On-Line Forum Assignments (8)

Final Exam (1)

## **XII. Grade Distribution and Scale:**

**70 % On-line forum assignments** submitted to the on-line instructor (self-reflections, results of skills practicing, creating a plan, evaluating techniques). The course moderator/mentor will interact with the participant to ensure the participants mastery of the knowledge and skills taught in the course. The moderator's assessment assures the participant's new level of expertise will enable the participant to understand and implement the new skills and strategies immediately into their personal working situation. The combination of the all the interactive components of the courses and the one-on-one interactions with the moderator/ mentor will determine the participant's mastery.

**15% Workbook/Reflective Journal** (research, creating a plan, case studies).

**15% Final Exam.**

The participant has 15 weeks to complete all aspects of the course.

## **Grading for CE Credits Online Courses**

All courses are Pass/Fail unless a letter grade is requested by the participant when registering for the course.

### **For a Passing grade:**

Completion of all online assignments, reflective journal assignments, postings to online forum, response to practice done in own setting and passing the final exam.

Every Forum Exercise must be approved by the moderator and checked off on the participant's outline before the participant can complete the post survey, course evaluation, final exam, and submit for credit. This creates a forced mastery that ensures each student has mastered all of the concepts prior to receiving credit. Our moderators work with participants on a one-to-one basis to ensure that every participant has a firm grasp of each lesson.

\* Students are required to meet a mastery equivalent to a B grade to be allowed to apply for academic credit.

### **For a B grade:**



*Advanced Education at  
Your Convenience*

[www.CECreditsOnline.org](http://www.CECreditsOnline.org)

Completion of all online assignments, reflective journal assignments, postings to online forum, response to practice done in own setting and passing the final exam with a score of 80%.

**An A grade** would be based upon demonstrated quality-excellent work and a score of 90% and above on the final exam.