



Sul Ross State University Department of Education

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Office Hours	Monday through Wednesday 8am – 11:30am	Virtual Office Hours	As needed

ED 5319 School Law, Spring 2016

Required Text:

Walsh, J., Kemerer, F., Maniotis, L. (8th Edition). *The educator's guide to Texas school law*. Austin, Texas: University of Texas Press

Course Description:

ED 5319 School Law is an on-line course that will study of the general laws that govern the operation and conduct of educational organizations, with an emphasis on Texas, and an in depth study of cases affecting the current operation of educational institutions. This semester we will also look at the legislative session that just concluded.

ED 5319 contributes to the following Program Learning Outcomes (PLOs):

1. The graduating student will demonstrate that he/she has the ability and knowledge to create a culture model that promotes the campus vision; communicate and collaborate with all members of the school community; and act with integrity, fairness, and in an ethical and legal manner (School Community Leadership Domain).
2. The graduating student will demonstrate that he/she can design, implement, nurture, assess and evaluate curricula and strategic plans to improve performance of students and teachers (Instructional Leadership Domain).
3. The graduating student will demonstrate that he/she can lead and manage a school campus in relation to budgeting and personnel/resource utilization to ensure a safe and effective environment (Administrative Leadership Domain).

ED 5319 will address the following Student Learning Outcomes (SLOs):

At the conclusion of this course, each student will be able to:

1. Apply to current school issues those Federal and State laws (including constitutional provisions, agency regulations, and court decisions) that directly and indirectly affect public education.
2. Discuss student and employee rights and responsibilities, statutory and assumed authority of school boards, relations with employee organizations, civil liability of school personnel, due process, and federal disability laws.
3. Identify strategies and methods for limiting and avoiding legal claims against schools.
4. Discuss due process as it relates to school law and name applicable key court decisions.

TExES Principal Competencies Covered in ED 7304:

Competency 003 The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

Competency 006 The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development and apply the legal requirements for personnel management.

Competency 007 The principal knows how to apply organizational, decision-making and problem-solving skills to ensure an effective learning environment.

Course Assignments:

1. Chapter summaries from text book readings:

For the first 12 weeks (but not every week) you will be assigned a chapter to read in the textbook. At the conclusion of each chapter you will write a chapter summary, at least 3 pages summarizes the highlights of the chapter and closely focuses on an issue of interest in the chapter. Each chapter summary will be worth 20 points. ****All responses should be typed in a Word document, saved, and then uploaded to Bb. Do not type your responses directly into the text boxes!***

2. Discussions:

There will be 5 discussion prompts that will be posted throughout the first seven weeks. After researching your answer to the prompt thoroughly, you will post your response on the discussion board and **respond to at least two other responses**. Each discussion/responses to others is worth 30 points.

3. Board policy assignment:

In the first week of class you will schedule an interview with a school superintendent to review the Board policy manual. You will be given specific questions to ask, and will be free to ask others as you feel necessary. More than likely you will need to have access to a computer during the interview to access the on-line Board policy. This assignment is worth 50 points.

4. Texas Legislature On-line assignment:

You will be provided an instructional video that will walk you through the Texas Legislature Online website and all that it offers. You are to watch the video and at the end set up an account. You will post a screen shot of the confirmation of your account for an easy 30 points.

5. State Legislature Interview assignment:

You will interview either a State Representative or Senator to get his/her views on education, preferably this will be your state legislator. I will provide guiding questions but you will have the freedom to ask your own. After the conclusion you will write a 6 to 8 page summary of your interview, including your conclusion of if you believe your legislator truly supports public education. If for some odd reason you cannot get interview your legislator, interview the top assistant that deals with education policy (Senator will have one). This assignment is worth 60 points.

6. ESEA assignment

You are to research the new ESEA law, referred to as Every Child Achieves Act. Look at the key provisions of the act, how it will change education in Texas, and what will be the long term implications. Then write a 4 to 6 page summary. This assignment is worth 40 points.

7. Bill analysis assignment

You are to find bill summary for the last legislative session from TEA, TASB and/or TASA. You will select 5 of the bills that you believe will have the biggest impact on education in Texas and write a 6 to 8 page paper on how you feel they will impact education. This assignment is worth 60 points.

8. Portfolio assignment:

I will provide you a specific list of items that I would like you to upload into your student portfolio near the conclusion of this class. The materials that you are asked to upload will come from some of the previous assignments. This assignment is worth 50 points.

Grading Details:

Chapter Summary	9@ 20 points each	180
Discussions	5@ 30 points each	150
Board Policy assignment	1@ 50 points	50
TLO assignment	1@ 30 points	30
State Legislator interview	1@ 60 points	60
ESEA assignment	1@ 40 points	40
Bill analysis assignment	1@ 60 points	60
Portfolio	1@ 50 points	<u>50</u>
	TOTAL	620 Possible Course Points

A=558 to 620 points, B=496 to 557 points, C=434 to 556 points, D=372 to 433, F=below 433

*Quizzes, discussions, assignments, or papers not completed will receive zero points.

Assignment Schedule and Details:**Week 1: Tuesday, January 19 – Sunday, January 24**

Read chapter 1 in text and complete summary

Board Policy assignment will be posted

Week 2: Monday, January 25 – Sunday, January 31

Complete questionnaire on your professional status and goals (not for a grade)

Complete Board Policy assignment

Week 3: Monday, February 1 – Sunday, February 7

Read chapter 2 in text and complete summary.

Complete discussion 1.

Week 4: Monday, February 8 – Sunday, February 14

Read chapter 3 in text and complete summary.

Complete discussion 2.

Week 5: Monday, February 15 – Sunday, February 21

Read chapter 4 in text and complete summary.

Complete discussion 3.

Week 6: Monday, February 22 – Sunday, February 28

Complete discussion 4.

Legislative interview assignment posted

Week 7: Monday, February 29 – Sunday, March 6

Read chapter 5 in text and complete summary.

Complete discussion 5.

Week 8: Monday, March 7 – Sunday, March 13

Read chapter 6 in text and complete summary.

Bill analysis assignment will be posted.

Spring Break March 14 – March 20, also mid-term.

Week 9: Monday, March 21 – Sunday, March 27

Complete bill analysis assignment.

Week 10: Monday, March 28 – Sunday, April 3

Read chapter 8 and complete summary.

Complete TLO assignment.

Week 11: Monday, April 4 – Sunday, April 10

Read chapter 9 in text and complete summary.

State Legislator interview due.

Week 12: Monday, April 11 – Sunday, April 17

Read chapter 10 in text and complete summary.

Week 13: Monday, April 18 – Sunday, April 24

ESEA assignment posted

Week 14: Monday, April 25 – Sunday, May 1

Complete ESEA assignment

Week 15: Monday, May 2 – Sunday, May 8

Portfolio assignment posted

Week 16: Monday, May 9 – Thursday, May 12

Portfolio's due

Course Grading:

Please monitor your “My Grades” area in Blackboard for grades on assignments.

*Reading assignments will be organized by weeks in blackboard. I will open up the assignments on Monday and all reading assignments are due by midnight Sunday. Other assignments will have very specific deadline and I will expect them to be turned in on time. I will accept late work for three days after the deadline with a 20% deduction in your grade per day late.

* Format requirement: Please use 12pt. font and double space all assignments. APA formatting and standards are required on all work including citing references.

Course Policies:

Late or Missing Assignments: I will accept late work for three days after the deadline with a 20% deduction in your grade per day late, after the 3 days I will not accept any late work. **DO NOT EMAIL ANY DOCUMENTS TO THE INSTRUCTOR UNLESS DIRECTED TO DO SO!**

Attendance Policy: You are free to work at your convenience as long as you meet the assignment deadlines. You are expected to login to the Bb site several times each week. The University policy for attendance in web-delivered courses states that non participation (not logging in) for more than 3 weeks in a long session, or for 1 week during a summer session, or 3 days for a midwinter session, may result in the student being dropped from the course by the professor.

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: -Turning in work as original that was used in whole or part for another course and/or professor; -turning in another person’s work as one’s own; -copying from professional works or internet sites without citation; -collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

ADA Accommodations:

The University is committed to equal access compliance with the American with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunities for full participation in programs, services, and activities. Students seeking disability services need to contact the Disability Services Coordinator:

Accessibility Services Coordinator
Ferguson Hall Rm. 112
Counseling and Accessibility Services

432-837-8203

This course syllabus is intended to be a guide and may be amended with adequate notice from the professor as necessary with appropriate notification to the students.

