



# SUL ROSS STATE UNIVERSITY

Department of Education

Spring 2017

**ED 5319 School Law**

**Instructor: Rebecca Schlosser, J.D., Ed.D.**



## **Office Hours:**

VIA Blackboard Instant Messaging:

Monday, Tuesday, Wednesday: 6:30-9:30 PM (Alpine time)

**And BY APPOINTMENT**

**432-386-3830 (cell)**

**Course Description:** ED 5319 School Law is a study of the general laws concerning education, with an emphasis on Texas, and an in-depth study of cases and decisions affecting the current operation of educational institutions.

**Video Conference classes and Web Enhancement:** This course uses pre-recorded Video Lectures and asynchronous Blackboard Discussion Board for classes. Students have the option to present their Legal Research Project and Legislative Findings Assignments to me via video chat (Blackboard virtual classroom) or by Discussion Board. Meetings are arranged for this between the student and professor. Blackboard may be reached from the Sul Ross homepage by using the quick link feature.

**Course Performance Standards, Knowledge and Skills:** Education, as a major function of state government, is regulated by a broad range of intertwined and frequently confusing legal documents. Administrators must be prepared to handle the constantly changing political environment of public education. The aim of this course is for the new administrator to become familiar with the four sources of laws relevant to education: constitutional law, statutory law, administrative law, and judicial law so that he/she can readily find and interpret the pertinent article when the need arises. To accomplish this, the student must become familiar with the historically relevant cases that have shaped public education.

**Secondary Goals:** School administrators must be professional communicators. A secondary but important goal of this course is to learn to communicate at a professional level with focus on presentations, formal discussions, and case studies. School administrators must provide professional criticism to employees and frequently receive unprofessional criticism from the public. Students will receive practice in give and receive criticism in a professional manner.

## **Program Learning Outcomes:**

The graduating student will demonstrate that he/she:

1. 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. Can design, implement, nurture, assess and evaluate curricula and strategic plans to improve performance of students and teachers (Instructional Leadership Domain).
3. Can lead and manage a school campus in relation to budgeting and personnel/resource utilization to ensure a safe and effective learning environment (Administrative Leadership Domain).

**Student Learning Outcomes:** At the conclusion of this course, each student will be able to:

- 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.
- 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.
- Make presentations, participate in discussions, give and receive criticism, and prepare written documents in a professional manner.

**TEXES Competencies:** This course provides the student with the basic laws, regulations, and policies that guide the Principal in the domains of the competencies listed below. Additionally, the material covered in this course and class discussions will supplement the administrator's knowledge of laws that affect all the principal's domains.

Domain 1 - School Community Leadership Competency 003 - The principal knows how to act with integrity, fairness and in an ethical and legal manner.

Domain 2 - Instructional Leadership 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.

Domain 3 - Administrative Leadership Competency 009 - The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to insure a safe and effective learning environment.

**TEXES Standard:** 3(B)(IV) Ethical behavior. The principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.

**Required Texts:** All of the following books are required for the course. I recommend that you plan on keeping these books close at hand; they make excellent reference books for the administrator.

Walsh, J., Kemerer, F.R., & Maniotis, L. (2014). *The educator's guide to Texas school law (8<sup>th</sup> Ed.)*. Austin, Texas: Park Place Publishers.

These textbook is distributed by the SRSU Bookstore and Texas School Administrators' Legal Digest Online at <http://legaldigest.com/>

American Psychological Association. (2001). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington D.C: Author.

**Format Requirements for Submittals:** All submittals must comply with the APA Publication Manual for citations, reference list, subheadings, and style. Use Times New Roman, #12 font with one-inch margins on all sides. PLEASE DOUBLE SPACE ALL ASSIGNMENTS (per APA). Included charts and graphs must also follow APA format. If Internet sources are cited, care must be taken to provide current, professional, peer-reviewed references. Assignments submitted with APA errors may receive a grade of “0.” All submittals must be professional papers. Do not submit your assignments in a “homework” or “school assignment” format. Each submittal should be written as if it were an actual professional paper ready for publication or for transmission to the addressed recipient using APA. A title page is not necessary. Put a single-spaced heading in the top left corner of the first page only that states: name, class, date, assignment name and number. Put your name and the assignment number in the document’s file name. (To do this, click on “Save as” and under “File name” put your name and assignment number.) **When creating a document file name, do not use any symbols or spaces in the name. Use the “\_” if you wish to leave a blank between words so that there are no empty spaces in the file name. If you do not follow these directions, I may not be able to open your document and links to your documents while creating an electronic portfolio in PowerPoint will not open.**

**Assignments:** A fundamental activity is reading. Read the text. This course is web enhanced; consequently much of the research work performed by students will be done on their own time. Class time will be dedicated to the following activities.

1. Training on how to perform legal research
2. Student presentations on assigned topics from textbook
3. Discussion of court cases and their relevance to education
4. Discussion of the legal process in Texas as it regards education

There are seven major assignments, a lecture and quiz for each chapter, and a final examination in this course. The following is a short summary of each. More detailed instructions on each assignment can be found on Blackboard under “Assignments.”

**Assignment #1 - Introduction/Scavenger Hunt/Recent Supreme Ct Decisions/Quiz (100 points)**

It is very important that you carefully read and review all of the materials provided on Blackboard regarding Lexis and Legal Research before completing the written assignment for Assignment #1. These materials contain necessary information for all of the subsequent assignments by training you to do legal research and to understand the cases and legal articles that you read. Additional instructions are available on Blackboard. Click “Assignments,” and then click “Readings and Textbook Assignments;” then click “Introduction and Scavenger Hunt.” (50 points)

Also, read the 3 Supreme Court decisions relating to education under “Introduction” in “Readings and Textbook Assignments.” Then, take the quiz. (50 points)

Then, join the discussion in “Discussion Board” regarding the cases. Students must post at least 5 comments on 3 separate days to receive full points. (100 points)

**Assignment #2 - Textbook Assignments (10 x 50 points each = 500 points)**

There are 10 lectures and textbook assignments, one for each chapter in the text. Students are to read each chapter, watch the lecture, and complete the corresponding assignment for each chapter by the designated date on the Schedule of Activities. If there is a Discussion Board associated with the assignment, the DB is an additional 50 points.

**Assignment #3(a) – Research PowerPoint/Revised (125 points)**

Students will prepare a PowerPoint that covers the key issues and cases. Be sure to read the directions carefully. This assignment requires research in library databases and citation of peer-reviewed, scholarly articles and landmark cases. Students should BEGIN by reviewing the landmark cases in the textbook and then updating and supplementing that information to create a graduate-level paper. Do not abbreviate too much; be sure to include sufficient information on your slides to show that you know and understand the law. Address all the points in the instructions. In fact, it is a good idea to put headings on your slides that match the required points so that it is easy for me to see that you have addressed all the required points. See Blackboard for more detailed instructions and the grading rubrics.

Revised PowerPoint – Shortly after students submit their Research PowerPoint, the instructor will comment and correct the PowerPoints and return them to students. If corrections were suggested by the instructor to the PowerPoint, and they are not made, the Presentation grade will be affected. If the student has any questions about the corrections needed, it is up to the student to schedule a conference before the time of presentation to get further instruction on what needs to be corrected. Students must submit their Revised PowerPoints in Blackboard before they present.

**Assignment #3(b) Presentation of PowerPoint (50 points for presenter; 50 points for students’ posting comments to presentation; if students opt to participate via video chat, they will receive 100 points for the video presentation.)**

Students have two options for their Research Presentation. They can present at an arranged time via Blackboard virtual classroom (video chat) or via Discussion Board for 4 days.

If students opt to present by video chat, other students are invited. Anyone attending will be exempt from joining the discussion in Discussion Board. Those who do not join the video chat, must participate in Discussion Board for that topic. Students will post their presentations in Discussion Board and will review and comment on each other’s presentations. The author of each presenter will log on each day and respond to all posts for that day. Students posting comments to a presentation must post at least 2 comments per presentation each day for at least 3 of the 4 days **to receive a passing grade**. To achieve full points, students must post more. Posts will be graded by quality and quantity. Comments should be comprehensive enough for the instructor to determine that the presentation was viewed in its entirety. Students should start their first post with 1) a summary of the main points in the presentation and 2) an analysis of what they learned from the presentation. Students who misstate the law in their presentations will have deductions of points not only on the PowerPoint grade but on the Presentation grade as well.



**Feb. 3**                    **DUE** **Textbook Assignment – Introduction & Scavenger Hunt**  
**Read the 3 U.S. Supreme Court cases relating to Education**  
**topics; Review U.S. Supreme Court PPT-Schlosser; take U.S.**  
**Supreme Court quiz**

**Feb. 3-6**                    **JOIN Discussion Board regarding these 3 U.S. Supreme Court cases**

**Feb. 13**                    **DUE** **Read Walsh & Schlosser, Chapter 1**  
**Review Schlosser Chapter PowerPoint 1**  
**Do Textbook Chapter Assignment 1**  
**Do Chapter Quiz 1**

**Feb. 20**                    **DUE** **Read Walsh & Schlosser, Chapter 2**  
**Review Schlosser Chapter PowerPoint 2**  
**Do Textbook Chapter Assignment 2**  
**Do Chapter Quiz 2**

**Feb. 27**                    **DUE** **Read Walsh & Schlosser, Chapter 3**  
**Review Schlosser Chapter PowerPoint 3**  
**Do Textbook Chapter Assignment 3**  
**Do Chapter Quiz 3**

**March 6**                    **DUE** **Read Walsh & Schlosser, Chapter 4**  
**Review Schlosser Chapter PowerPoint 4**  
**Do Textbook Chapter Assignment 4**  
**Do Chapter Quiz 4**

**March 13-17**                **Spring Break**

**March 20**                    **DUE** **Research PowerPoint**

**March 25-26**                **DUE** **Video chat presentations; Post Revised PowerPoints in**  
**Discussion Board;**  
**March 25-28**                **Join Discussion Board for discussion of research powerpoints**

**April 3**                    **DUE** **Read Walsh & Schlosser, Chapter 5**  
**Review Schlosser Chapter PowerPoint 5**  
**Do Textbook Chapter Assignment 5**  
**Do Chapter Quiz 5**

**April 10**                    **DUE** **Read Walsh & Schlosser, Chapter 6**  
**Review Schlosser Chapter PowerPoint 6**  
**Do Textbook Chapter Assignment 6**

## Do Chapter Quiz 6

**April 14-17**      **JOIN Discussion Board on Chapter 6-1<sup>st</sup> Amendment Teacher Rights**

**April 17**            **DUE**    **Read Walsh & Schlosser, Chapters 7 &8**  
**Review Schlosser Chapter PowerPoints 7 &8**  
**Do Textbook Chapter Assignments 7 &8**  
**Do Chapter Quizzes 7 &8**

**April 21-24**      **DUE Discussion Board on Legislative Findings**

**April 24**            **DUE**    **Read Walsh & Schlosser, Chapters 9&10**  
**Review Schlosser Chapter PowerPoints 9&10**  
**Do Textbook Chapter Assignments 9&10**  
**Do Chapter Quizzes 9&10**

**April 28-May 1**      **JOIN Discussion Board on Chapter 7 - Religion in School**

**May 1**                **DUE Electronic Portfolio; comprehensive assessment**

**May 3**                **Course Ends**

**Grading:**        Grades are based on a point system. There are 2000 points available. Scores of:

1800 – 2000 equates to an A,  
1600 –1799 equates to a B  
1400 – 1599 equates to a C  
1399 or less will receive an F.

**Advice:** Successful completion of a Web-delivered course requires dedication and constant effort. Do not fall behind in your work! Begin your research paper as soon as possible. Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission.

### **Grading Policy:**

1. No Assignment will be accepted after its due date without prior instructor consent.
2. Late assignments will lose 20% of possible points for each day it is late.
3. As papers should be typewritten according to the American Psychological Association (APA) manual. Papers with APA errors will receive a reduction in points or no credit.
4. Extra credit points are not available.
5. There are no I's (incompletes) for this class.
6. After 11:45 pm on the date for any assignment due is considered late and will result in a lowered grade for that assignment.

7. There are **no** optional assignments in this course. **All** assignments must be completed in order to pass this class. Even if an assignment is so late that it will receive a “0”, the student must turn in the assignment in order to pass the course (regardless of number of points accrued in the course.)
8. Students who fail to participate in Discussion Board or complete any assignment may not pass this course.

**Attendance:**

Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook. Make up work is at the discretion of the instructor as it relates to “explained or excused” absences. The Absences/Class Attendance policy includes all absences excused or unexcused. In this course you are expected to attend all classes, to be punctual, and to complete all assignments on time.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university’s academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students’ identities and to protect students’ information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

**Internet Web Resources:**

The sources below are only convenient starting points for your Internet based research. You are expected to locate professional, **peer-reviewed** publications for papers submitted in this class. Encyclopedias and other non-peer reviewed data may not be cited. See Course Information on Blackboard for more information. Some Sul Ross Library recommended databases include the following: Academic Search Premier, Dissertation Abstracts, Education Abstracts, Educator’s Reference Desk, eLibrary Curriculum, Emerald Management Xtra, ERIC (from EBSCO), Professional Educational Development Collection, WorldCat, WorldCat Dissertation & Theses.

**Conduct:**

Academic honesty is expected in all work. Violations will result in course failure. Use of good “Netiquette” is essential in an online environment. Please observe the following rules of common courtesy:

- a) Check the course website frequently and respond appropriately and on subject.
- b) Focus on one subject per message and use pertinent subject titles
- c) Capitalize words only to highlight an important point or for titles. Capitalizing otherwise is generally interpreted as SHOUTING!
- d) Be professional and careful with your online interaction. Remember that you should be comfortable with your statements if they were published on the front page of the local

newspaper.

- e) Cite all quotes, references and sources.
- f) Never forward someone else's messages without their permission, this is considered to be extremely rude.
- g) Use humor with care. The absence of face-to-face cues and body language can lead to misunderstandings. Feel free to use emoticons such as : ) or ; ) to communicate that you are being humorous.
- h) All discussion postings should be of top quality, on time, and rich in text. This means no comments such as "at a boy", "you go girl", "I agree with that", "couldn't have said it better myself", etc. will be considered master degree quality responses. Make sure to take the time to add richness to the discussion and make connections to the many theories in instructional leadership that will be covered in this course. Remember, postings are tracked for quantity, quality, and punctuality of deadlines set forth.

(The above "netiquette guidelines were adapted from Rinaldi, A. (1994) The Net User Guidelines and Netiquette, Florida Atlantic University, available from Netcom).

<b>SRSU Disabilities Services:</b>
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<p>Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartze, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: mschwartz@sulross.edu .</p>
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