EDUC 5319
School Law

Instructor Information

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Doctor of Philosophy in Educational Leadership, Texas A&M University

Master of Education in Educational Administration, University of Mary Hardin-Baylor

Bachelor of Business Administration, St. Edward's University

Contact Information

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Office Hours

Tuesday and Thursday from 1:00 to 6:00 p.m.

I am available by e-mail at any time. I will talk with you on my cell phone after 8:00 a.m. until 10:00 p.m. CST. I am also available via text anytime. Cell and email are preferred methods of contact. I am also happy to talk with you at other times if you make an appointment with me. I check my e-mail and phone messages daily during the weekdays and every 48 hours on the weekends.

Course Description

School Law will include the study of general laws applying to all states and in particular Texas concerning education. It will include an in-depth study of cases and decisions affecting current education.

I look forward to working with all of you in School Law. I have 26 years of experience in public education with the vast majority of that in the K-12 setting in Texas. I have many years of experience as a campus administrator in Texas and look forward to sharing my experiences as well as reviewing cases related to school law.

Primary Text
Required:
Walsh, J., Kemerer, F., Maniotis, L., The Educator's Guide to Texas School Law. (8th edition), University of Texas Press, Austin. ISBN#: 978-0-292-76084-4.

Suggested:
American Psychological Association (2010). *Publication manual of the American Psychological Association (6th ed.).* Washington, D. C.: Author. ISBN: 1557988102.
Utilize APA style format on all papers.

You are required to submit all documents in Microsoft WORD in 12 point font, Times New Roman.

Student Expectations

The student is expected to participate in the course by attending all classes, by reading the assigned readings, submitting comments to the discussion forums, submitting assignments, and completing exams in a timely fashion.

Course Objectives:

Students will acquire a foundation and develop a philosophy of school law that will enable them to function as an educator in Texas within ethical and legal boundaries. The course will be guided by the competencies listed that are correlated to the knowledge framework for the certification of principals in Texas.

Student Learning Outcomes/Program Learning Outcomes
Upon successful completion of this course, students will be able to:
1. Know how to implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practice for Texas Educators. (SBEC b-2)*
2. Know how to apply local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs. (SBEC f-6)*
3. Know how to use emerging issues, legal requirements, and other information as a basis for campus curriculum planning. (SBEC g-1)*
4. Know how to implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff. (SBEC d-4)*
5. Know how to acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities. (SBEC f-7)*
6. Know how to facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure an environment conducive to teaching and learning. (SBEC h-6)*
*State Board of Educator Certification Standards for Principals

Marketable Skills
Outcome: Master the Certification exam

Marketable Skills The principal candidate will know and understand the Texas Standards for Principals along with the ability to utilize the T-TESS evaluation system.
The principal candidate will learn how to develop and monitor goals for the BOY, MOY, and EOY in a school setting.

The principal candidate will develop skills in gathering data, and evidence to help guide data driven decisions for attaining goals in various meeting formats. .

The principal candidate will learn how to participate in performance evaluation discussions with teachers and create targeted and specific improvements plans.

Course Format

The course will be mainly online with scheduled meetings via Zoom to answer questions, have discussions, and do presentations. The course will require students to do independent research work and complete outside assignments independently. Timelines for due assignments must be honored. Students will be responsible for submitting all assignments on time. It is imperative that all assignments be completed timely and individually. Any evidence of collusion or copying previous work by yourself or anyone else on assignments will be treated as cheating and plagiarism. Late work will be worth a maximum of half the available points for that assignment.

Course Requirements

Non Proctored Midterm Exam
The exam will include information provided in the textbook and online assignments. The test will be essay. You are expected to write in a professional manner and use citations where applicable. Papers submitted with more than **five** errors (spelling, grammar, citations, etc.) will not be accepted.

Reflective points on Each Reading Assignment

Students will write a brief summary of each chapter. You will then write a reflection on each chapter that should primarily be **your** opinion and thoughts on the topic and information in the chapter. You will submit via link in the weekly assignments. Each reflection should be at least *200 words per chapter* of reading. You should write in a scholarly manner including the use of citations where applicable. Submissions with more than five errors (spelling, grammar, citations, etc.) will not be accepted.

Law Case Briefs
Students will do **THREE** case briefs on important case decisions impacting education. Format will be explained in class. You will turn these in via the link in the weekly assignments and present in class.

Research Paper
Research and analyze a current legal issue in education. Instructor will assign or you may choose an issue (instructor approved), analyze it, and express an **informed** opinion (in other words, **you must support** your assertions with research and theory) in a **THREE** page research paper (page count does **not** include title page and reference page which should be APA style). Your paper will be evaluated based on the rubric attached to this syllabus. If you choose a topic, your instructor must approve the topic choice.

Pillar Project
The Pillar Project is the culminating assignment for the course that encompasses the domains and competencies covered in the course. The detailed assignment and instructions will be located in BlackBoard. You will turn in a written portion as well as a presentation piece.

Class Discussion Board and In Class Activities

Students will participate in Class Discussion assignments that can be found on Blackboard under Discussion Board and in Weekly Assignments. Each student will post a response to the topic and then respond to at least two other classmates' posts. Submissions are due by the end of the week assigned. You will also have in class activities and case studies with discussions. All students will be expected to participate.

Attendance Policy
Students are expected to attend all classes. If you need to miss a class session, it is your responsibility to inform the instructor prior to the class meeting.

Make-Up Work Policy

Missing any part of this schedule may prevent completion of the course. If you foresee difficulty of any type (i.e., an illness, employment change, etc.), which may prevent completion of this course, notify the instructor as soon as possible. Failure to do so will result in failure for an assignment and/or failure of the course. See "Attendance," above.

Late assignments **may be accepted at the discretion of the instructor**, but will have points deducted in fairness to students who turn their work in on time. If I have not heard from you **by the deadline dates for assignments, exams, or class discussion questions,** no make-up work will be allowed.
Requests for extensions must be made in advance and accompanied by appropriate written documentation if the excuse is acceptable to the instructor. **"Computer problems" is not an acceptable excuse. Excuses due to illness must be accompanied by physician confirmation on appropriate letterhead.** Please do not wait until the last minute to submit assignments to avoid unforeseen technology issues.

Method Of Evaluation

- Chapter Reflections: 20 points
- Discussion boards: 10 points
- Mid-term Exam: 50 points
- Case Briefs: 30 points
- Research Paper and Presentation: 50 points (written 40/PP 10)

- Final Exam: 50 points
- Pillar Project Paper/Presentation: 90 points (narrative 75/PP 15)

- Total Possible Points: 300 points

Assignment of Grades

All grades will be posted in the student grade book in Blackboard and will be assigned according to the following or similar scale:

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	59% and below

Technical Requirements

To participate in this course, you will need the following resources:
• High-speed Internet access with a standard up-to-date browser, either Mozilla Firefox or Chrome.
• Consistent and reliable access to their SRSU email and Blackboard, as these are the official methods of communication for this course. Official university business will not take place via personal email accounts.
• Virtual conferences are offered during the semester. We will meet using Collaborate which will require that your computer have audio and video (speaker and microphone) and a stable internet connection. Plan to utilize headphones, if possible, to avoid feedback.

Technical Expectations

• Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
• Technical Issues: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues. SRSU OIT staff is available at each SRSU campus location as well as the HELP DESK in Alpine.
 • Technical Etiquette: You are expected to use appropriate online etiquette at all times. This includes respect for all participants and careful wording of your responses. Your writing reflects your voice, so be mindful. Thoughtful, respectful and reflective comments are critical to participation. For additional information, visit http://www.albion.com/netiquette/corerules.html

Technology Assistance

❖ Sandy Bogus is the Technology TA . She is available to help you 8:30 – 5:30, M – F at 432-837-8523. You may email her at sbogus@sulross.edu

❖ The SRSU Help Desk is available at 1-888-837-2882 (8888 if you're calling from campus).

❖ The SRSU tech tip website is http://www.sulross.edu/techtips

Late assignments will not be accepted after the due date. ALL Assignments are due at 11:55 p.m.

Academic Integrity

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct, for which a student is subject to penalty, includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Plagiarism is unacceptable and, for the purpose of this course, is defined as using in part or in whole any material written or designed by someone

other than the student, unless appropriate credit is given to the person or resource material used. This includes, but in not limited to: lesson plans found on the Internet, lessons provided by classroom teachers, materials located in any form of publication (workbooks, magazines, etc.), book reviews, or coursework completed by previous students. Disciplinary action for academic misconduct will first be considered by the faculty member assigned to the course and can result in failure of individual assignments and/or course credit.

Sul Ross State University – Rio Grande College 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 the Student Support Specialist on their campus.

Course Schedule

The course schedule with assignments is listed in BlackBoard.

*****   INSTRUCTOR MY CHANGE OR MODIFY ASSIGNMENTS.