

Syllabus | ED5319 School Law – Spring 2022



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Virtual Office Hours

Via Phone & Virtual
Mon., Tues., Wedn. 10 AM-12 Noon CT
Or by appointment

Course Description

ED 5319 School Law is a study of the general laws concerning education, with an emphasis on Texas, designed to provide students with an in-depth understanding of cases and decisions affecting the current operation of educational institutions. Trains students to analyze real-world situations in schools and apply legal and ethical decisions to those situations and crises.

Student Learning Goals

Primary Goal: 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 performance assessments to employees and frequently receive unprofessional criticism from the public. Students will receive practice in giving and receiving performance assessments in a professional manner.

Principal Standards aligned to Student Learning Goals: The new principal --

DOMAIN III-HUMAN CAPITAL (Human Resource Management)

Competency 6-The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

- Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff.

DOMAIN V-STRATEGIC OPERATIONS (Alignment and Resource Allocation)

Competency 10-The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

- Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment.
- Supplies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan
- Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation).
- Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements).
- Knows how 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.
- Knows how to ensure compliance with 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.
- Knows how to make presentations, participate in discussions, give and receive criticism, and prepare written documents in a professional manner.

DOMAIN VI-ETHICS, EQUITY, AND DIVERSITY

Competency 11-The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

- The graduating student will demonstrate that he/she knows how to act with integrity, fairness and in an ethical and legal manner.

Job Skills:

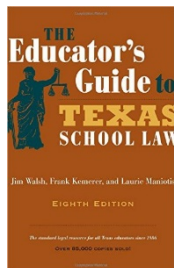
Students in the Educational Leadership Program are working towards a degree and/or certificate that will qualify them for administrative positions in the K-12 school system. The job skills taught in this course will enable students to execute the administrative skills outlined in the Principal Standards above.

Materials

Required Text

One book (and a supplement which is only available every other year) are required for purchase. All textbook assignments will be drawn almost exclusively from these texts, and students should refer to specific passages during online forum discussions. If there is a supplement available, prior to the commencement of the semester, students will be notified via email and Announcement to purchase it.

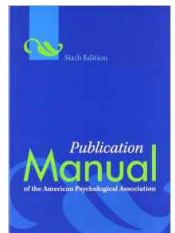
- Walsh, J., Kemerer, F.R., & Maniotis, L. (2014). *The educator's guide to Texas school law* (8th Ed.). Austin, Texas: University of Texas Press.



Recommended Text

Students will need to refer to a style guide for matters of style and formatting. The standard in Educational Leadership and the College of Education is the most recent APA manual. In addition to serving as a reference guide for matters of style and formatting, this book will aid you in conceptualizing, researching, and writing your papers.

- American Psychological Association (2010). *Publication manual of the American psychological association* (6th ed.). Washington, DC.



Assignments and Grades

Type of Assignment	Points
Textbook chapter assignments –there may be several parts to the assignment for each chapter in a Module, which may include papers, journal entries, wikis, blogs, and discussion boards SUBTOTAL:	50 points total for each Module (x10=500)
10 quizzes – 1 for each chapter; these quizzes will cover the material in the chapter and video lectures SUBTOTAL:	30 points each (x10=300)
Wiki-study guide (student created) for Comprehensive Assessment Comprehensive Assessment SUBTOTAL:	100 100 (200)
TOTAL POINTS:	1000

A short summary of the 11 Modules and the Assignments follow. Details for each of these assignments are posted on the Blackboard class website.

1. Module 1-Part 1-Dual Court System Chart Shell (Wiki). Students will create a Wiki as a group on the dual court system. Part 2-Dual Court System Journal Entry-Students will interview an administrator in their district about a legal issue. Take quiz on Chapter 1
2. Module 2-Part 1-Do a bullet summary of HB2398. Part 2-Review the Attendance Scenario and complete a 2-3 paragraph analysis, answering the questions posed in the assignment. Take quiz on Chapter 2.
3. Module 3-Part 1-Students as a group will complete a Comparison Chart of SPED and Section 504 (Wiki). Part2-Students will complete a 4-5 paragraph summary on a Unilateral Placement scenario. Take quiz on Chapter 3.
4. Module 4-Part 1-Students as a group will complete a Contract Flow Chart (Wiki). Part 2-Students will analyze a Reassignment Scenario in a Journal Entry. Take quiz on Chapter 4.
5. Module 5-As a group, complete a grievance chart (Wiki). Take quiz on Chapter 5.
6. Module 6-Students will complete a journal entry on student free speech and a paper on educator free speech. Take quiz on Chapter 6.
7. Module 7-Students will analyze a set of religious expression scenarios. Take the quiz on Chapter 7.
8. Module 8-Students will write a short answer to each of the questions posed about Chapter 37 and discipline. Take quiz on Chapter 8.
9. Module 9-Part 1-Students will create a Journal Entry on the Safford v. Redding strip search, analyzing the search. Part-2 Students will analyze a series of search scenarios in a paragraph written on each scenario. Take the quiz on Chapter 9.
10. Module 10-Students will participate in a Blog on Cyber-bullying. Take the quiz on Chapter 10.

11. Module 11-Students will complete as a group a study guide (Wiki) and then use that study guide to prepare for the Comprehensive Assessment. Then, students will take the Comprehensive Assessment.

The **grading policy** for this course is as follows:

A = 900-1000

B = 800-899

C = 700-799

F = 699 or less

Blackboard and Online Access

This class is taught online. Students will need an active Sul Ross account to access the course website through Blackboard. This site will have announcements, calendar, and learning modules, among other things. Students will need reliable internet access, a microphone and camera in order to participate in this class and receive a passing grade.

Learning Environment & Grading Policy

Successful completion of an online course requires dedication and constant effort. Do not fall behind in your work! Begin your assignments as soon as possible and get at least one module ahead. This will help you avoid the penalty for late work because there are always unforeseen events that arise. Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission.

If you are not sure what plagiarism is, please read APA pp. 15-16 and 170, or ask during office hours. But remember, the ultimate responsibility is your own. When in doubt, err on the side of caution.

Grading Policy:

1. No late 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. All citations should be formatted using the American Psychological Association (APA) manual. Papers with APA citation 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. THERE ARE NO OPTIONAL ASSIGNMENTS.

Course Schedule

The following is a schedule of assignment due dates.

<u>DATE DUE</u>	<u>MODULE</u>
Jan 10	1 ST DAY OF CLASS
Jan 17	DUE Module 1
Jan 24	DUE Module 2
Jan 31	DUE Module 3
Feb 7	DUE Module 4
Feb 14	DUE Module 5
Feb 28	DUE Module 6
Feb 28	DUE Module 7
March 21	DUE Module 8
March 28	DUE Module 9
April 4	DUE Module 10
April 9-11	Module 10 BLOG
April 18	DUE Module 11 Final Assessment Study Guide
April 25	DUE Module 11 Comprehensive Exam

Students with Special Needs:

Alpine Disability statement:

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartz Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email mschwartz@sulross.edu Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.