

**Sul Ross State University  
Department of Education**

**EDUA 5319 School Law – Fall 2022**

**Syllabus**

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This class is an online, asynchronous, class. For this semester, the class is online and there are no face-to-face meetings, virtually or in person.

The class opens on August 22, 2022 and closes on December 7, 2022. Please review this course syllabus carefully, the expected outcomes, and the assignment schedule. Should you have questions, please do not hesitate to ask them.

School Law is a work intensive class which will expose you to school law from the local, state, and federal perspectives. We will discuss these concepts and lay the groundwork for the various written exercises you will be expected to complete throughout the semester through the various media employed to provide the material. I would urge you to make time in your schedule daily to check in on this class to be sure you are able to stay current. I currently plan to post three content lectures for you to review through Collaborate. It will be to your advantage to review these as they are posted or very shortly thereafter.

It is imperative that you check Blackboard for various updates at a minimum of every other day (every day is preferred) as I will be updating and working with the assignments regularly!

If you need to schedule a face to face or telephone conference, email me to arrange a time. Use my Sul Ross email address, [gprivitt@sulross.edu](mailto:gprivitt@sulross.edu). I will do my best to respond to your questions within 24 hours.

- Office: MAB 309 H, Sul Ross Campus
- Office Phone: 432.837.8002
- Cell Phone: 325.725.7025
- Email: [gprivitt@sulross.edu](mailto:gprivitt@sulross.edu)
- Office Hours: ***All office hours are virtual:***
  - ◆ Monday through Friday: 9:00 am to 11:30 noon
  - ◆ ***Others by appointment only, well in advance!!!!***
- Course Description

ED 5319 School Law is a 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 course is an online course so ready access to the internet is required.

### **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.

### 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).
4. Principal Portfolio: Graduate students in the principal preparation program will know how to: prepare an electronic professional portfolio based on the Brown and Irby model during all coursework and orally defend the portfolio with 80% accuracy on the comprehensive exam.

### **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 giving and receive criticism in a professional manner.

## Objectives

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.
- Identify strategies and methods for limiting and avoiding legal claims against schools.
- Discuss due process as it relates to school law and name applicable key court decisions.

## 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.

## Textbooks

Kemerer, F.R., & Walsh, I. (Latest Edition!). *The educator's guide to Texas school law (latest ed.)*. Austin, Texas: University of Texas Press

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington D.C. (Optional, but all papers must meet the style requirements of this publication!)

### SRSU Library Services

The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

### Internet Web Resources

The sources listed below are only convenient starting points for your Internet based research. You are expected to locate better resources and utilize them for gathering data for your papers.

- Sul Ross State University Library (link to Westlaw)  
<http://libit.sulross.edu/webaccess/SRDB.html>
- State Board for Educator Certification (Standards)  
[http://www.sbec.state.tx.us/stand\\_framework/stand\\_framework.htm](http://www.sbec.state.tx.us/stand_framework/stand_framework.htm)
- Texas Certification Exams  
<http://www.texas.nesinc.com/>
- Texas Legislature On-line. (Updated). *Texas Education Code*  
<http://www.capitol.state.tx.us>
- Historic Supreme Court Decisions – By Topic  
<http://supct.law.cornell.edu/supct/index.htm>
- Historic Supreme Court Decisions – By Year  
<http://www.findlaw.com/casecode/supreme.htm>

### Format Requirements for Assignments

All Assignments must comply with the APA Publication Manual, 6<sup>th</sup> Edition. Assignments submitted with APA errors may receive a grade of '0'. All submittals should be professional quality. Each assignment should be submitted as if it were a professional publication.

- Use **Times New Roman**, 12pt. font.
- One inch margins on all sides.
- Included charts and graphs must also follow APA guidelines.
- If Internet sources are cited, provide current, professional, peer-reviewed references.
- A title page is required for all assignments and must comply with APA

standards.

## Assignments

Your course grade will be calculated by summing your scores on the following:

- Discussion Posts and responses/class participation for each assigned chapter-15 points total. These are all posted in the course on Blackboard and each discussion will focus on the content of that particular unit.
- Semester Project Power Point Presentation-15 points
- Three written assignments-30 points total-10 points written 1, 2, and 3. Each assignment will focus on the unit for which it is assigned and will provide you exercises to strengthen your skills in understanding and articulating the specific legal aspects of the unit.
- Written Course Project-25 points
- Final Exam-30 points
- All assignments will be submitted through Blackboard, on or before the due date. Late work may be either rejected or suffer a significant point (5%) deduction per day late, up to 50 % of the grade. Assignments more than 10 days late will be assigned a grade of "0" and no partial credit will be given. If you have a significant life event which impacts your ability to meet the deadline for any assignment, you must let me know at the earliest possible moment and allowances may be made, considered on a case by case basis. There are no guarantees that consideration will be given, but this possibility does exist in exigent situations.

A student grade area is provided on Blackboard. You receive points for each assignment as indicated on the assignment instructions and your Blackboard grade area. The quantity of points you receive is determined by the instructor's evaluation of your performance. Generally, feedback will be given for all assignments except discussions and the final exam. In these cases, only very specific necessary corrective action on your part will be provided.

Specific instructions for each assignment are included on Blackboard under the Assignments link as assignments are opened for you.

## Grading

Grades are based on a point system. Each assignment will be worth a specific number of points which will be posted at the time the assignment is posted. Gradebook will also show the total number of points possible for each assignment.

Final Grades will be: A, B, C, or F.

90 - 100 of total available points = A

80 - 89 of total available points = B

70 - 79 of total available points = C

69 or fewer of total available points = F

### **Grading Policy and Due Dates**

Assignments must be posted/submitted through Blackboard no later than the due date. Due Dates are posted at the end of the syllabus. You may turn in assignments early. Assignments will be considered late if submitted after 11:59 pm on the day they are due. Assignments should be submitted using the APA format. See the section titled Format Requirements for Assignments for more information. There are no optional assignments for this course. Students who fail to participate in the Class discussions or do not complete assignments will not pass this course.

### **Attendance**

The guiding principles of the Sul Ross Absences/Class Attendance Policy are relevant. In this kind of format you are expected to attend regularly, as noted in the syllabus. Accessing the course on Blackboard and performing some part of the course requirements is considered attendance. Merely accessing the course does not in and of itself constitute attendance.

### **Conduct**

Academic honesty is expected and required. Violations of the academic honesty policy for the University will result in the student being assigned a grade of "F" for the course!

### **Discussion Boards**

Each unit will have a discussion topic. We will discuss these topics in class and you will be working with the teacher in class. You may be posed questions concerning your ideas which you should attempt to answer. Additionally, you are expected to be fully prepared to actively discuss the topics in class on the scheduled date. Unit one will have two discussions, one of which will be your introduction. However, the final discussion will be completed via Blackboard. Additionally, your initial personal introduction power point presentation should be placed on Blackboard as soon as possible after the class starting date, but not later than September 5.

### **Marketable Skills-Masters in General Education**

1. MED General students will develop writing skills for effective communication.
2. MED General students will develop research skills to promote life-long learning.

3. MED General students will demonstrate an understanding of diversity.

### Class Activities Schedule

Discussion Board topics will be posted at the beginning of the class. For the first Discussion Board topics, the due date will be the same, September 14, which is the Saturday we meet face to face meeting in Abilene. You will be given an opportunity to discuss these topics at our meetings and will be able to collaborate with class mates at that time. Please complete the assigned reading prior to our class meetings. At our initial meeting in Abilene, I will discuss the class format, assignments, course project and the Final Exam.

Date	Activity
<b>Aug 22</b>	<b>Class is open on Blackboard</b>
<b>August 23-September 13</b>	<b>Unit I</b> <b>DUE: September 10</b> <b>Due:</b> Discussion Board-1 Personal Introduction-Power point presentation on Bb Original post due Aug 23; peer responses due Aug 25 (2 points) Read Chapter 1 (Walsh Text) This is introductory material Read Appendices from Text: 1-Finding and reading court cases; 2-Glossary of Legal Terms; 3-Reference Resources Discussion Board-2 (2 points) Original post due Sept 3; peer responses due Sept 8. School Board policy manual dealing with board members
<b>September 14-24: Unit I (Cont)</b>	<b>DUE: September 23:</b> Written Assignment 1 (10 points) Reading and writing legal briefs for court cases Use the format provided under the Resources tab, titled: "Formats for Briefs"
<b>Sept 25-Oct 4</b>	<b>Unit II</b> <b>DUE: October 3</b> Read Chapter 2 – Walsh Text (This unit concerns student

	attendance and the instructional program in public schools.) Discussion Board-3 Original post due Oct 1, peer responses due by Oct. 4 (3 points)
<b>October 5-20</b>	<b>Unit III</b> <b>DUE:</b> Read Chapter 3 (Walsh Text) This unit deals exclusively with special education (Federal legislation, IDEA). Discussion Board 4-Original post due October 14, peer responses due Oct. 17 (3 points) Written Assignment 2 (10 points-submit via Bb by October 19) This assignment deals with discrimination in education by specifically reviewing two court cases (Brown v Topeka and Seattle parents (2007) and generally may bring any number of other cases into play. Think broadly for this paper. DUE: Oct 18
<b>October 21-November 9</b>	<b>Unit IV</b> <b>DUE:</b> Read Chapter 4 (Walsh Text) This chapter deals with employment and employment situations in the public-school setting. Discussion Board-5 Original post due October 30, peer responses due Nov. 2 (3 points)
<b>November 10-December 2</b>	<b>Unit V</b> <b>DUE:</b> Nov 29: DUE: Post on Bb your Power Point summary of Semester Project (10 Points) Read Chapter 8 (Walsh Text) This unit deals with student discipline in the public schools. Written Assignment 3 Submit on Bb by Nov.20 (10 points) This assignment deals with a court case, Doe v Plyler. Discussion Board-6 Complete original post on Bb by Nov. 30 (2 points) Read your classmates responses to the Discussion Forum 6. Respond to at least 2 of your classmates' postings by December 2.
<b>December 3</b>	<b>DUE: December 3 Semester Project (25 points)</b>
<b>December 5</b>	<b>Final Exam due (30 points), close of course-Dec 7</b>

**SRSU Disabilities Services**

The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The



Disabilities Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities.

Students seeking disability services need to contact the Disabilities Services Coordinator, located in the University Center, Room 211. The mailing address is Sul Ross State University, PO Box C-171, Alpine, TX 79832. The telephone number is 432.837.8178; the fax number is 432.837.8724.