
Sul Ross State University

EDUA/EDSR 5319 School Law Fall 2025 Department of Education

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[Book time with Miller, Jennifer](#)

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 Outcomes

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. Students will develop critical thinking skills to include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information. Students will develop communication skills to include effective development, interpretation, and expression of ideas through written, oral, and visual communication.

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 discussion, 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.

Marketable Skills

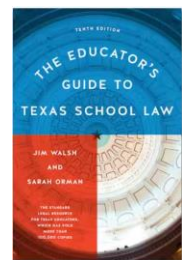
Students in the Educational Leadership Program are working towards a degree and/or certificate that will qualify them for administrative positions in the K-12 school system. The job skills taught in this course will enable students to execute the administrative skills outlined in the Principal Standards 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., & Orman, S. (2022). *The educator's guide to Texas school law* (10th 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 (2020). *Publication manual of the American psychological association* (7th 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, google documents, and discussion boards	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	30 points each (x10=300)
Google Docs-study guide (student created) for Comprehensive Assessment Comprehensive Assessment	100 100
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. Students will submit written assignments 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 a quiz on Chapter 3.

3. Module 3-Part 1-Students as a group will complete a Comparison Chart of SPED and Section 504 (using Google Docs). Part2-Students will complete a 4-5 paragraph summary on a Unilateral Placement scenario. Take a quiz on Chapter 4.
4. Module 4-Part 1-Students as a group will complete a Contract Flow Chart (Google Docs). Part 2-Students will analyze a Reassignment Scenario and turn in a reassignment paper. Take a quiz on Chapter 6.
5. Module 5-As a group, complete a grievance chart (Google Docs). Take a quiz on Chapter 7.
6. Module 6-Students will complete a journal entry on student free speech and a paper on educator free speech. Take a quiz on Chapters 3 & 8.
7. Module 7-Students will analyze a set of religious expression scenarios. Take the quiz on Chapter 8.
8. Module 8-Students will write a short answer to each of the questions posed about Chapter 37 and discipline. Take a quiz on Chapter 9.
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 Shared Document on Cyber-bullying a part of Chapter 3. Take the quiz on Chapter.
11. Module 11-Students will complete as a group a study guide (Google Docs) and then use that study guide to prepare for the Comprehensive Assessment. Then, students will take the Comprehensive Assessment

Grading Policy for this course is as follows:

A=900-1000
B=700-899
C=500-699
F=499 or less

Blackboard Ultra 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 and 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. 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.
3. Extra credit points are not available.
4. There are no I's (incomplete) for this class.
5. After 12:00 am on the date for any assignment due is considered late and will result in a lowered grade for that assignment.
6. 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.)
7. Students who fail to participate in the Discussion Board or complete any assignment may not pass this course. THERE ARE NO OPTIONAL ASSIGNMENTS.

Course Schedule

Module	Date Due
First day of class	8/25
Module 1 Due	9/2
Module 2 Due	9/8
Module 3 Due	9/15
Module 4 Due	9/22

Module 5 Due	9/29
Module 6 Due	10/6
Module 7 Due	10/13
Module 8 Due	10/20
Module 9 Due	10/27
Module 10 Due	11/3
Module 10 Due (continued)	11/10
Module 11 Due Final Assessment Study Guide	12/5
Module 11 Due Comprehensive Exam	12/8

Student Responsibility Statement

All full-time and part-time students are responsible for familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#). Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the 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. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartz@sulross.edu or ronnie.harris@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, 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 a secure login. 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. Directions for filing a student complaint are located in the student handbook.

Libraries

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer 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/. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as 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. Students should also avoid using open AI sources ***unless permission is expressly given*** for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole

student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Note on GenAI Use in This Class:

Unless otherwise noted during class activities, you may only use ChatGPT, Perplexity or any other GenAI technologies to *aid* or *nuance* your thinking, communication, and learning; but not to *replace* or *subvert* it. See the table below for some examples of allowable and nonallowable uses of GenAI technologies in this class (NOTE: This is not an exhaustive list of examples).

Example of an Allowable Use	Why is this Allowed?	Things to Keep in Mind
Prompting GenAI technologies to generate ideas for a class project.	This might enhance your creative thinking by exposing you to different ideas compared to what you might come up with on your own (GenAI technologies, like ChatGPT, draw from a massive dataset of billions of	It is important to start with brainstorming your own ideas first (to aid your creative thinking), rather than letting GenAI do that initial work for you. Also, beware that GenAI might introduce biases into the
	parameters, which means these tools can introduce you to ideas and concepts from various fields that you might not be familiar with). GenAI writing technologies are also helpful for idea iteration – you can prompt these technologies to give you 50 different iterations of the same idea in less than a few seconds.	topic when prompted to generate ideas.

Using GenAI technologies for writing support (e.g., to improve writing quality, clarity, and expression).	GenAI writing technologies, like ChatGPT, can provide ideas for how to revise a sentence or word, suggest ways to begin a paragraph, offer feedback on how to express your thinking more clearly in writing, review your writing for grammar and spelling errors, and help you match your writing style to a specific tone or audience. Used in this way, GenAI technologies might support the development of your communication skills.	Make sure to get your thoughts written down first rather than asking GenAI technologies to write the first draft. Writing and thinking are interconnected processes, if you prompt GenAI technologies to write the first draft for you, you are not actively engaging in thinking about the material. NOTE: We also have a wonderful Writing Center on campus ! Use it!
Using GenAI technologies as a study or assignment aid .	GenAI technologies can offer study tips, provide example text/quiz practice questions, design a personalized study guide, design flashcards, give directions for how to complete an assignment, create learning simulations and interactive scenarios to help you think more deeply about the class content, and provide a rubric so you can self-assess your own work.	GenAI tools are known for making up information and presenting biased output . Make sure to double-check the accuracy, credibility, and reliability of any AI-generated information that you use to support your studying or assignment completion.
Prompting GenAI technologies to help make information	GenAI technologies could potentially be used in ways that reduce cognitive load (see	If GenAI technologies are used in ways that reduce germane load (the cognitive effort

easier to understand (e.g., explaining technical or academic jargon, providing concrete examples of an abstract idea).	Cognitive Load Theory), such as breaking material into smaller chunks, summarizing and simplifying material, providing an outline of an article to support pre-reading, translating text into your native language, making content more accessible, scaffolding learning, and providing concrete examples.	required to build mental schema) it can negatively impact learning. For example, asking ChatGPT to summarize an article for you instead of reading the article reduces your germane load as well as your ability to learn from the reading.
Using AI and GenAI technologies recommended due to disability.	GenAI technologies can be used to make learning more accessible, and digitally accessible, for disabled individuals (e.g., transcripts of recorded audio, closed captions for videos, alt text to describe images for blind/visually impaired individuals, interpretations of complex visual data).	If you have a self-identified or registered disability, consider how GenAI tools might aid your thinking, communication, and learning. You might consider discussing ways to use AI to aid your learning with Disability Services staff on campus.

Example of a Non-Allowable Use	Why is this NOT Allowed?
Prompting a GenAI technology to respond to a discussion forum prompt for you.	Discussion prompts are meant to incorporate your voice and your thoughts. Participating in discussions is about building community and relationships as well as actively engaging in your own thinking and learning to communicate with others. Using GenAI technologies for this activity subverts both the social and learning goals of the activity.

Using a GenAI technology (e.g., Slidesgo) to design a class presentation for you.	Designing a presentation requires you to actively engage in thinking and learning about the material and consider how best to communicate that information to an audience. Prompting GenAI technologies to do this work for you subverts your learning and the opportunity to develop your creative communication skills.
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Modifying AI-generated work slightly to make it appear as if you created it .	Making minor adjustments to AI-generated work only supports surface-level learning, rather than deep learning (learn more), because the focus is on minor adjustments rather than truly understanding the material.
Prompting a GenAI technology to automatically summarize a complex academic article instead of reading and summarizing it yourself.	<p>Used in this way, you are basically asking a GenAI technology to “read for you.” This offloads your thinking, learning, and the productive struggle of understanding and critically examining the author’s ideas (read: No One is Talking About AI’s Impact on Reading).</p> <p>You are also relying on the GenAI technology to do the work of analyzing and making sense of a text; even though these tools are predictability machines that do not have any real understanding of the text (read “The Fundamental Limitations of LLMs”).</p> <p>Also, consider that uploading a copyrighted academic article to a GenAI technology might be considered copyright infringement since you are giving away copyrighted data to a GenAI technology without permission from the author.</p>

<p>Prompting GenAI technologies to analyze data for you and submitting the data analysis as your own.</p>	<p>Research has shown that using GenAI technologies to provide solutions for you (or in this case, provide data analysis output for you) prevents you from actively engaging with, and learning, the material (read: Generative AI Can Harm Learning). Using GenAI technologies in this way subverts your learning.</p> <p>Additionally, GenAI tools are not calculators or math machines, they are predictability machines (they guess which words go together to make the most plausible human-sounding response).</p>
<p>Copying AI-generated text word for word into your written work, but citing it as written by AI.</p>	<p>Please read “The Case For Not Citing Chatbots As Information Sources” and “Generative AI Has an Intellectual Property Problem” and, instead, find an original source to cite. When you put in the effort to find an original source to cite, you are deepening your thinking and learning about that topic and you are giving credit to human authors/artists. However, if you prompt a GenAI technology to create an original source of text or media – something that cannot be traced back to an original</p>
	<p>source (e.g., a Taylor Swift rendition of the Declaration of Independence) – you can write “This text was generated by ChatGPT [or insert another GenAI technology] in a footnote.”</p>
<p>Using a GenAI technology to create media (e.g., images, audio, video) for a class project if a similar media exists already (e.g., Creative Commons images, Public Domain audio).</p>	<p>Considering that GenAI technologies that produce images, audio, video, and other forms of media are built on media stolen from artists without their permission AND that generating media with AI is an energy intensive process, which negatively impacts the environment, you are strongly encouraged to look for media that already exists (e.g., Pixabay images/video; YouTube audio library songs and sound effects; OpenVerse for a variety of media) as Creative Commons or in the Public Domain to include in your class projects.</p>

If you find yourself turning to GenAI technologies to do your work for you, consider setting up a meeting with Dr. Miller to discuss how class activities and assignments can be adapted to support your learning (e.g., if you do not have enough time to complete the class activities and

are turning to AI to do the work for you, you could meet with Dr. Miller to discuss flexible deadlines or alternative activities). Additionally, when using ChatGPT and other AI writing technologies, which are notorious for producing misinformation and fabricating information, it is your responsibility to verify the credibility, accuracy, and trustworthiness of any information you use from these technologies.

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This course syllabus is intended to be a guide and may be amended at any time.