Syllabus / EDUA/EDSR 5319 School Law

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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
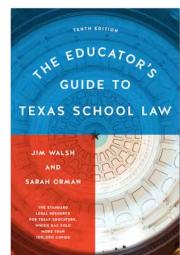
Recommended Text

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.
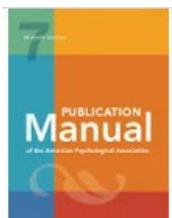
Assignments and Grades

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 or complete any assignment may not pass this course. THERE ARE NO OPTIONAL ASSIGNMENTS.

Course Schedule

Module	Date Due
First day of class	1/14
Module 1 Due	1/21
Module 2 Due	1/28
Module 3 Due	2/4
Module 4 Due	2/11 & 2/15
Module 5 Due	2/22
Module 6 Due	3/1
Module 7 Due	3/8 & 3/15
Module 8 Due	3/22
Module 9 Due	3/29
Module 10 Due	4/5
Module 11 Due Final Assessment Study Guide	4/19
Module 11 Final Exam	5/1

ADA Statement

SRSU Disability 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.

Library Information

The Bryan Wildenthal Memorial Library in Alpine 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. 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 phone (432-837-8123).

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 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.

AI Policy and Usage

The University does not recommend or endorse any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should never upload or share personal, confidential, or identifiable information—such as names, ID numbers, health data, or assignment submissions containing such details—into any generative AI platform. When using AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align with institutional data privacy policies, but ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework involving generative AI. The University is not liable for any adverse experience or impact when students interact with these tools.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: 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.

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.