

Syllabus | ED5319-School Law

Fall 2026, 1st 8-Weeks, August 27 – October 17

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Preparation Programs



Virtual Office Hours:
M/F: 1:00pm to 4:30pm CST
M/F: 12:00pm to 3:30pm MST
Or by appointment

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Course Description

A study of general laws applying to the State of Texas concerning education; an in-depth study of cases and decisions affecting current education.

Performance Standards, Goals, and Learning Objectives

Student Learning Outcomes (SLOs):

1. Develop a basic legal terminology to decipher materials and participate in law-related discussions.
2. Understand the federal and state legal structure within which schools operate.
3. Identify key education-related provisions of the U.S. Constitution and federal statutes, state constitution and statutes, and administrative regulations.
4. Define and describe the key court rulings that establish school law parameters at the campus level.
5. Analyze how board policies and administrative regulations/directives translate the law into on-the-job requirements.

ED 5333 will address the following Marketable Skills:

- Students will be able to manage and lead diverse groups of people.
- Students will be able to communicate professionally through diverse written and in-person formats to an array of audiences, including internal and external stakeholders.

Program Learning Outcomes (PLOs)

Upon successful completion of this course, the student will be able to demonstrate proficiency in the following DOMAINS AND COMPETENCIES (TEXES 268):

DOMAIN V—STRATEGIC OPERATIONS (Alignment and Resource Allocation)

Competency 010: 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.

DOMAIN IV — EXECUTIVE LEADERSHIP (Communication and Organizational Management)

Competency 007 The beginning principal knows how to develop relationships with Internal and external School Partners, including selecting appropriate communication strategies for audiences.

DOMAIN VI—ETHICS, EQUITY, AND DIVERSITY

Competency 011: The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

Required Texts

Walsh, J., & Orman, S. (2022). *The Educator's Guide to Texas School Law*, 10th Edition. Austin: University of Texas Press. ISBN 9781477324721.

Grading Policies

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.
3. Extra credit points are not available.
4. ***If you earn a grade of "C" or below, you will be required to repeat this course.***
5. After 10:59 pm on the date for any assignment due is considered late.
6. There are no optional assignments in this course. All assignments must be completed to pass this class. Even if an assignment is so late that it will receive a "0", the student must turn in the assignment. to pass the course (regardless of number of points accrued in the course.)
7. Students who fail to complete any assignment may not pass this course.

Grading Scale

100-90% equate to an A
89-80% equate to a B
79-70% equate to a C
69-60% equate to a D
59-50% or less receive an F

"Cs" are not accepted in this program. Students scoring below a "B" in this course will be required to repeat the course to remain in the Educational Leadership Program. Changing the rotation by repeating this course will delay completion of the program as the program is sequential and the rotation must be followed.

Course Withdrawal

The Last day to drop this course with a 'W' (no refund) is **Friday, October 2**. Drops must be processed and in the University Registrar's office by 4 p.m. A "W" on your transcript has no negative effect on your overall GPA. Please understand that dropping a course means you must re-register and pay tuition to take the course for credit. Additionally, dropping a course may affect your financial aid eligibility or probationary status. Please consult the [SRSU Academic Calendar](#) for a listing of all important dates.

Distance Ed (Web-course) Non-Participation Statement

Policies in effect for on-campus, traditional classroom instruction courses also apply to students enrolled in distance education courses, including Web-based and ITV courses. The University allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences with a grade of "F". In distance education courses, this policy is interpreted as non-participation; once a student has been documented as non-participating for more than 3 weeks of inactivity during a long semester or 1 week of inactivity during a summer session, the instructor may drop the student from the course with a grade of "F". Non-participation and inactivity may include not logging on to the course, not submitting assignments or participating in other assigned activities as scheduled, not communicating with the instructor by phone or email, and/or not following the instructor's participation guidelines stated in the syllabus.

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 in the [student handbook](#).

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 meet for class via Blackboard Collaborate (Virtual Classroom). Students must have a microphone and camera. Click on these links to request assistance with [Blackboard](#) or with [other technology and software](#) needs, such as LoboOnline or Microsoft Office 365.

Libraries

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 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) and ScanIt to get materials delivered to you at home or via email.

Format Requirements for Submittals

All formal paper submissions must be written as if it were an actual professional paper ready for publication or for transmission to the addressed recipient using APA guidelines. Specifically, you must ensure that you adhere to the following: 1) 12-point font size; 2) consistent font style throughout paper; 3) double space between each line of text; 4) 1-inch margins on all borders; 5) pages numbered; 6) section and sub-section formatted to APA guidelines; 5) a references page as a separate page at the end of the document; 7) correct formatting of in-text citations.

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 use open AI sources *following the "University Policy Regarding Use of General Artificial Intelligence (GAI or AI)" and the "Instructor Policy Regarding Use of General Artificial Intelligence (GAI or AI)". Both policies are listed below.* 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.

University Policy Regarding Use of General Artificial Intelligence (GAI or AI)

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.

For AI assisted writing, editing, and productivity support, we encourage the use of Microsoft Copilot, which is the supported and approved solution for the campus. Microsoft Copilot is supported by Sul Ross and is available through our Microsoft A5 licenses. Copilot operates within the university's approved and protected Microsoft environment, meets applicable Texas rules and regulations, and is supported by the Office of Information Technology (OIT). In addition to Microsoft Copilot, Microsoft's built-in spelling and grammar checking tools are built-in to the Microsoft 365 environment. These tools provide basic writing assistance within the various Microsoft apps themselves.

Instructor Policy Regarding Use of General Artificial Intelligence (GAI or AI)

Students are invited to use AI platforms to help prepare for assignments and projects (e.g., to help with brainstorming or to see what a completed essay might look like). I also welcome you to use AI tools to help revise and edit your work (e.g., to help identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or to simply fix citations). When submitting work, students must clearly identify any writing, text, or media generated by AI. In this course, parts of essays, discussion posts, or constructed responses in tests/quizzes generated by AI should appear in a different colored font. Additionally, the relationship between AI-generated text and student contributions must be explained in writing in cover letters that accompany the essay submission or disclaimers when submitting constructed responses or discussion posts.

Supportive Statement

My goal is 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 contact me. I want to be a resource for you.

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 based on 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.

Americans with Disability Act Statement (ADA)

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 Ronnie Harris, LPC, Counselor, at 432-837-8203 or email ronnie.harris@sulross.edu. SRSU-International students can also contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@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.

Counseling Services

Sul Ross has partnered with [TimelyCare](#) where all SRSU students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting [Timelycare/SRSU](#). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and SRSU-International students.

*Course schedule and due dates are on the next page.

Course Schedule

Dates of Instruction	Blackboard Module Topic	Module Learning Objectives In this module, students will...	Due Dates/Point Value All assignments must be submitted in Blackboard before 10:59pm in your time zone.
Saturday, August 29	OPTIONAL Virtual Meeting	Understand the requirements of the "Analysis of Interview Findings" assignment	Saturday, August 29 10:00 – 11:00am CST 9:00 – 10:am MST
Sunday, August 30 – Saturday, September 5	Module 1: Introduction to Federal and State Roles Required Readings: Chapter 1 Optional Readings Chapter 2	Reflect upon the federal and state legal structure within which schools operate. Apply concepts of the federal and state legal structure to your specific school site. Schedule and obtain permission to interview a campus or district leader.	Module 1, Assignment 1: Reflection Journal Entry is due Wednesday, September 9 50 points Module 1, Assignment 2: Schedule interview with district or campus leader and submit informed consent document before Saturday, September 5 50 points
Sunday, September 6 – Saturday, September 12	Module 2: Student Rights Required Readings: Chapter 3	Reflect upon the laws governing student enrollment and attendance and student rights. Apply concepts of student issues and rights to your specific school site. Create interview questions to ask a campus or district leader about student issues and rights. .	Module 2, Assignment 1: Reflection Journal Entry is due Wednesday, September 9 50 points Module 2, Assignment 2: Post interview questions on discussion board by Saturday, September 12 50 points
Sunday, September 13 – Saturday, September 19	Module 3: Students with Special Needs Required Readings: Chapter 4 Optional Readings: Chapter 10	Reflect upon the laws that address services for students with special needs. Apply concepts of the rights of students with special needs to your specific school site. Create interview questions to ask a campus or district leader about the rights of students with special needs.	Module 3, Assignment 1: Reflection Journal Entry is due Wednesday, September 16 50 points Module 3, Assignment 2: Post interview questions on discussion board by Saturday, September 19 50 points
Saturday, September 19	OPTIONAL: Virtual Meeting		Saturday, September 19 10:00 – 11:00am CST 9:00 – 10:am MST

Dates of Instruction	Blackboard Module Topic	Module Learning Objectives In this module, students will...	Due Dates/Point Value All assignments must be submitted in Blackboard before 10:59pm in your time zone.
Sunday, September 20 – Saturday, September 26	Module 4: Parents' Rights Required Readings: Chapter 5 Optional Readings: Chapter 8	Reflect upon the laws governing parent and family rights. Apply concepts of parent and family rights to your specific school site. Create interview questions to ask a campus or district leader about parent and family rights.	Module 4, Assignment 1: Reflection Journal Entry is due Wednesday, September 23 50 points Module 4 Assignment 2: Post interview questions on discussion board by Saturday, September 26 50 points
Sunday, September 27 – Saturday, October 3	Module 5: Teacher Rights Required Readings: Chapters 6 and 7	Reflect upon the laws governing teacher employment contracts. Reflect upon the rights of teachers to freedom of speech. Apply concepts of teacher rights to your specific school site. Create an interview protocol that you will use when interviewing a campus or district leader	Module 5, Assignment 1: Reflection Journal Entry is due Wednesday, September 30 50 points Module 5, Assignment 2: Submit interview protocol before Saturday, October 3 100 points
Sunday, October 4 – Saturday, October 10	Module 6: Safety and Discipline Required Readings: Chapter 9	Reflect upon the legal requirements applied to student disciplinary action. Reflect upon state and federal response to threats to student safety Apply concepts of safety and discipline to your specific school site. Conduct interview with campus/school leader	Module 6, Assignment 1: Reflection Journal Entry is due Wednesday, October 7 50 points Module 6, Assignment 2: Upload recording or transcript of interview before Saturday, October 10 200 points
Sunday, October 11 – Saturday, October 17	Module 7: Analysis of Interview Findings	Analyze and report the findings from an interview with a campus or district leader	Module 7, Assignment 1: Submit analysis of interview before Wed, Oct 14 200 points