EDLD 6361
School Law
Fall B 2020

Syllabus

DR. STEVE BROWN
Professor of Educational Leadership
University of Texas of the Permian Basin
College of Education
4901 E. University
Odessa, TX 79763
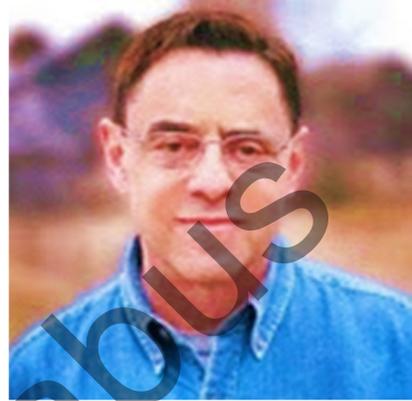
Office: MB 3204
Office Hours: By Appointment
Phone: 432.552.2136
Cell: 262-813-0144
Email: brown_s@utpb.edu

This course is a Web Course and is conducted within Canvas
NOTE: The due dates and times for the activities will adhere to the Central Time Zone.

Course Description:
This course is designed to acquaint students with the effects of Federal and Texas law on processes of public school education and its relationship to school administrators.

Participants:
This course is designed for graduate students who are working toward a Master's degree in Education.

Prerequisites:
No course prerequisites exist, however, admission to Graduate Studies or having been granted an exception by the Office of Graduate Studies is required.

Communication Plan:
The professor will respond to all email inquiries within 48 hours. The professor will check the discussion board at least twice a week. In addition to posting any important information on the announcements page, the professor will also email the information to the students if needed

In case of emergencies, you may contact the professor at 262-813-0144, or leave a

message with the UTPB School of Education at 432-552-2120. It is best to communicate with the professor via Canvas.

Discussion Area: I will check this area at least twice a week and will post feedback or clarification as the discussion warrants. I will also post answers to the commonly asked questions in this area for the benefit of all the students in the class if the need arises or in the announcement section of Canvas.

Feedback on Assignments: Assignments will be graded within two weeks of submission; individual feedback or general feedback will be provided.

Course Objectives:
Upon successful completion of the course, the student will be able to:
1. demonstrate the knowledge, skills, and dispositions necessary and sufficient for promoting the success of all students by acting with integrity, fairness, and appropriate professional ethics,
   a. demonstrating a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions,
   b. demonstrating the ability to combine impartiality, sensitivity to
   c. student diversity, and ethical considerations in their interactions with others, and
   d. demonstrating the ability to make and explain decisions based upon
   e. ethical and legal principles; and
2. demonstrate the knowledge, skills, and dispositions necessary and sufficient for promoting the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural contexts,
   a. acting as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context,
   b. demonstrating the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school
   c. demonstrating the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning,
   d. demonstrating an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities,
   e. demonstrating the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools,
   f. demonstrating the ability to analyze and describe the cultural diversity in a school community,
   g. demonstrating the ability to describe community norms and values and how they relate to the role of the school in promoting social justice,

h. demonstrating the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities,
i. demonstrating the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of
j. an ongoing dialogue with representatives of diverse community groups,
k. demonstrating the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws,
l. applying their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families, and
m. advocating for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics

Textbooks:
Required:

Walsh, J., Kemerer, F., & Maniotis, L. (2014). ***The educator's guide to Texas school law. (8th ed.).*** Austin, Texas: University of Texas Press.
ISBN-13: 978-0292760844

Kemerer, F, Crain, J. (2011). ***Texas documentation handbook.*** (6th ed.). Park Place Publications. ISBN: 978-0985252755

Texas Education Code

Recommended (Not Required):
American Psychological Association. (2001). Publication manual of the American Psychological *Association* (5th ed.). Washington, DC: Author.

Conceptual Framework of the University of Texas of the Permian Basin School of Education

Vision
The vision of the School of Education is a community of life-long learners who actively reflect on the impact of their values, attitudes, beliefs, and practices.

Mission
The mission of the School of Education is to prepare pre-service and professional educators who are proactive in nurturing the life-long development of all learners. This mission will be accomplished by:

- Facilitating the acquisition of necessary knowledge, skills, and dispositions;
- Cultivating the value of diversity
- Encouraging collaborative inquiry, innovation, and research;
- Promoting collegiality and service in schools and communities;
- Integrating technology into practice;
- Providing opportunities for professional growth; and
- Influencing educational practices and policies at the local, state, and national level.

Learning Outcomes for Teacher Candidates and Other School-Based Professionals:
The faculty expects that candidates will:
- Demonstrate content knowledge in their respective content-area
- Use appropriate processes and teaching practices
- Apply knowledge about child and adolescent development
- Incorporate knowledge of diversity in planning and delivering instruction
- Incorporate technology in planning and delivering instruction
- Plan for and assess students' learning
- Create an appropriate learning environment
- Communicate and collaborate with all stakeholders
- Engage in professional growth

Candidate Proficiencies:
To achieve the learning outcomes, candidates must demonstrate that they "are gaining the knowledge, skills, and dispositions necessary to have a positive impact on P-12 student learning" (NCATE, 2006, p. 9). The following is a list of the specific knowledge, skills, and dispositions that the faculty has determined are important for each candidate to possess and exhibit. Those in **BOLD** are emphasized in this course.

Knowledge (K): Our candidates will exhibit knowledge about and understand the impact on teaching and student learning of:
1. theoretical perspectives of the profession
2. the content, processes, and practices appropriate for their students
3. child and adolescent development
4. **diversity**
5. technology
6. planning and assessment
7. the learning environment and classroom management
8. collaboration
9. **legal and ethical issues related to education**

Skills (S): Our candidates will be able to:
1. select appropriate content for use in lesson planning and delivery
2. apply best practices to promote learning in all students
3. use knowledge of child and adolescent development to direct their teaching
4. select from an array of techniques to meet the needs of diverse learners
5. integrate the use of technology into the learning environment
6. use appropriate assessments to measure students' developmental progress
7. develop an appropriate learning environment

8. apply classroom management techniques
9. communicate with all members of the educational community (students, families, other educators, administration, community members)
10. reflect on their professional performance in order to improve their professional effectiveness
11. **employ ethical and legal standards in education**

Dispositions (D): Our candidates will demonstrate a/an:
1. respect for themselves and a positive regard for others
2. passionate nature about learning
3. belief in the value of a learner-centered instruction
4. dedication to providing a safe and supportive learning environment
5. acknowledgement of and respect for the fact people are shaped by their cultures
6. commitment to clear and accurate communication
7. **professional and ethical attitude**
8. desire to keep current on educational research and practice.

Diversity Proficiencies (DP): Our candidates will:
1. Instill the awareness of diversity for implementing inclusive instruction
2. Incorporate the diverse nature of learning and teaching as exemplified in the global community.
3. Model critical global thinking through coursework
4. Conceptualize diversity experiences from a variety of perspectives:
    a) **to strive for social justice, equality, and equity for all learners**
    b) to continue the process of self-growth, narrowing the student achievement gap in our nation
    c) **to empower all learners as citizens in a global society**

Online Student Authentication:
The University of Texas of the Permian Basin (UTPB) maintains policies and procedures to ensure that each student who registers for a distance or correspondence course is the same student who participates in, completes, and receives credit for the course. UTPB's Distance Education Policy requires faculty members to authenticate student identity by employing at least two methods of verification. To access online courses students must login to the Canvas learning management system to establish their identity by using their unique personal identifying username login and a secure password. UTPB's Distance Education Policy allows faculty multiple options (Proctored Examinations, Field/Clinical Experiences, Synchronous/asynchronous video activities, other technologies and practices that are effective in verifying student identification) for satisfying the second method of validating student identity. This course satisfies the second method of student verification by requiring following (non-graded but mandatory):
1) A clear image of yourself
    1. In color
    2. Well lit, and no shadows on your face or your ID that can obscure your image
    3. Must be taken on the day you submit the photo to reflect your current appearance
    4. Taken in full-face view directly facing the camera
    5. With a neutral facial expression and both eyes open

2) Then a picture of your ID* with only your name and picture showing (Picture ID card in which the ID number has been covered (tape over any numbers).
   I just need to see you, then the image of you on the card with your name.

Make sure to attach both image files in either JPEG or PNG format to the assignment BEFORE you submit it.

*Approved photo identifications are: passports, government issued identification, driver's licenses, military ID from DoD; dual credit and early college high school students use school district identifications.

Important Academic Dates
UTPB Academic Calendar

Assignments:
Legal Brief # 1
    Write a case brief on any one case relating to Chapters 1 and/or 2.
Quiz One
    Students will be required to complete two quizzes and one final exam over materials covered in the modules.
Legal Brief # 2
    Write a case brief on any one case relating to Chapter 3.
Legal Brief # 3
    Write a case brief on any one case relating to Chapters 6 and/or 7.
Quiz Two
    Students will be required to complete two quizzes and one final exam over materials covered in the modules.
Course Reflection
    This is a simple, first-person reflection regarding what you have learned and how you will use what you have learned. While correct mechanics are expected, this assignment is less structured than the others.
Mini-Internship
    You will be required to do 15 hours of "shadowing" or assuming administrative responsibilities over the 8-week time period. This will be documented on a log and signed by the principal or assistant principal.
Discussion Board Participation
    All students will be required to participate in class discussions via Canvas. Students are required to post and respond to at least two classmates' posts in each module.
Final Exam
    You may use any and all resources at your disposal to complete this exam.

Evaluation Procedures and Class Policies

Assignments:	Points Possible:
Legal Briefs (3 @ 20 points each)	60
Discussion Board (6 @ 20 points)	120
Quiz One	100
Quiz Two	100
Course Reflection	50
Mini-Internship	70
Final Exam	100
TOTAL AVAILABLE	**600**

This course is intense. Make every effort to be prepared and to not get behind in your reading or assignments. Therefore, there will be a 10%-point reduction for each assignment turned in late. **All assignments must be completed for students to pass the course.**

Evaluation Procedures:
The course final grade is determined using a criterion-referenced format. Grades are determined using the following percentages:

A	93 – 100%	(558-600)
B	84 - 92%	(504-557)
C	75 - 83%	(450-503)

No grades of "D" are given as per decision of the School of Education Graduate Faculty. A grade of "F" will be given, if necessary. Students in danger of earning less than 77% for the course should arrange a conference with the professor prior to the end of the semester.

UNIVERSITY POLICIES & PROCEDURES

Discussion Board

Discussion Board is primarily for discussing course related topics and issues. Best practices are:

- Read all message postings in online discussion.
- Respond to the question directly
- Reply to minimum of two other student posts.
- Use a person's name in the body of your message when you reply to their message.
- Avoid postings that are limited to 'I agree' or 'great idea', etc.
- Ensure responses to questions are meaningful, reflective.
- Support statements with concepts from course readings, refer to personal experience, examples.
- Follow **Rules of Behavior (below).**

Rules of Behavior

Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- Do not post anything too personal.
- Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race, or ethnicity.
- Do not use all caps in the message box unless you are emphasizing (it is considered shouting).
- Be courteous and respectful to other people on the list
- Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
- Use line breaks and paragraphs in long responses.
- Write your full name at the end of the posting.
- Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

Make-Up/Late Submission Policy
All course activities must be submitted before or on set due dates and times. If the student is unable to abide by the due dates and times, it is her/his responsibility to contact the instructor immediately.

Academic Dishonesty/Plagiarism/Cheating
The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for the course.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and discipline procedures consult the University's Handbook: Scholastic Dishonesty.

Academic dishonesty includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

Plagiarism includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another

source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

Attendance and Class Participation
Regular and active participation is an essential, unmistakably important aspect of this online course. The expectation of the instructor is that students will log on a minimum of three times every seven days. It is critical that you read all of the lecture and assignment materials as well as all of the public discussion materials. Your full participation ON A WEEKLY BASIS is not only a requirement; it is also an essential aspect of the online course process. All students are expected to do the work assigned, notify the instructor when emergencies arise, and make up assignments no later than the due dates.

Tracking
The learning management systems have a tracking features. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.

Absenteeism
All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact instructor immediately in case of emergency medical situation.

Course Incomplete/Withdrawal/Grade Appeal
All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given, will only be granted if the student provides a valid, documented excuse for not being able to complete the course on time, and has contacted the instructor prior to the scheduled last class to request an extension. The student signs a contract that includes the incomplete course activities and the new due dates.

Find information and dates regarding drops and withdrawals consult the University Handbook: Drops and Withdrawals and Appeal Process.

Accommodation for Students with Disabilities
Students with Disabilities: The University of Texas of the Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides "reasonable accommodations" to students with disabilities. Any student with a disability who is requesting an accommodation for this course must provide the instructor with official documentation in the form of a letter from the ADA Officer for Students. Only those students who have officially documented a need for an accommodation will have their request honored.
> **ADA Officer for Students:** Mr. Paul Leverington
> **Address:** Mesa Building 4243
> **Voice Telephone:** 432-552-3702
> **Email:** Leverington_P@utpb.edu

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).

Computer Skills, Technical & Software Requirements
Student will need to create word processing documents, save files, submit files.

Students can use cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB email address. For more information refer to [UTPB Office 365 Page](#).

Computer Technical Requirements

See [Technical Requirements](#).

Preparation for Emergencies

Computer Crash
Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

Complete Loss of Contact
If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call instructor, and leave message regarding connectivity loss and contact information.

Lost/Corrupt/Missing Files
You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, you may be required to resubmit the files.

Student Support Services

SERVICE	CONTACT
ADA Accommodation/Support	[Testing Services & Academic Accommodations Department](#) (432) 552-2630
Advising	[UTPB E-Advisor](#) (432) 552-2661 [UTPB Academic Advising Center](#)
Bookstore	[UTPB Campus Bookstore](#) (432) 552-0220

SERVICE	CONTACT
Email, Outlook 365, my.utpb.edu	Information Resources Division (IRD)
Financial Aid and Scholarship	UTPB Financial Aid (432) 552-2620
Library	The J. Conrad Dunagan Library Online at (432) 552-2370
Registrar	UTPB Registrar (432) 552-2635
Student Services	Dean of Students (432) 552-2600
Technical Support	Canvas 1-866-437-0867
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: Smarthinking Online Tutoring (provides tutoring services), SmarterMeasure (measures learner readiness for online course).

End-of-Course Evaluation & Instructor Evaluation
Every student is encouraged to complete an end-of-course evaluation/survey provided by UTPB. During the last few weeks of class, you will receive an announcement through email notifying you that the Course/Instructor Survey is available. You may follow the link in the email to complete the survey using the same credentials to access your courses here. When entering the emailed Survey link you will see a list of surveys for you to complete. Another way to find End-of-Course Evaluations is through you my.utpb.edu account > My Surveys & Evaluations are on the first page after you login. The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

Disclaimer & Rights
Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

Copyright Statement
Many of the materials that are posted within UTPB courses are protected by copyright law. These materials are only for the use of students enrolled in the course and only for the purpose of the course. They may not be further retained or disseminated.

COURSE SCHEDULE
- **Dates and times for our Conversations with our very special guests will be announced once those invitations to them are locked in.**

DATES	*Book* CHAPTERS	Course Matriculation	OTHER

Module 1
 	
October 19 – October 25
 	
Due 11:59pm
 	
(Midnight)
	The Educator's Guide to Texas School Law Chapters 1 and 2	Review Syllabus
		
		Read Chapters
		
		View Lectures
		
		Discussion Board Prompt: Which type of law has had the most impact on the current educational system in Texas? And why?
		
		Case Legal Brief #1
			Review Syllabus
			
			Chapter 1: Educational Governance
			  A. Sources of Law
			  B. The American Judicial System
			  C. US constitution and Federal government impact on Texas
			  D. Parent Rights
			Chapter 2: Student Attendance and the Instructional Program
			  A. Compulsory Attendance
			  B. Safe School Environment
			  C. The Instructional Program
			  D. Extracurricular Activities and the UIL
			  E. Special Groups

Module 2
 	
Oct 26 - November 1
 	
Due 11:59pm
 	
(Midnight)
	The Educator's Guide to Texas School Law Chapter 3	Read Chapter
		
		View Lecture
		
		Discussion Board Prompt: Why did Congress introduce Response to Intervention (RtI) in 2004? How can administrators help teachers with RtI?
		
		Quiz One
			Chapter 3: Special Education
			  A. Federal Legislation
			  B. Discipline of Students with Disabilities
			  C. Section 504 of the Rehabilitation Act of 1973

Module 3 **November 2 -8** **Due**	*The Educator's Guide to Texas School Law* Chapters 4 and 5	Read Chapters and Review the *Texas Documentation Handbook* View Lectures	Chapter 4: A. Constitutional Issues B. Type of Employment Arrangements C. Selection of Staff D. Ending of the Relationship

| 11:59pm (Midnight) | *Texas Documentation Handbook* | Discussion Board Prompt: Many underperforming schools must bring in a "turn-around", change agent administrator to produce necessary change. As a "turn-around" principal, you would first evaluate the campus staffing plan and seek to restructure. Which types of employment on your campus would be your focus for the first phase of staff restructuring to gain the most bang for your buck? What legal issues do you need to be prepared to face in a high diversity-based campus and what tools could you utilize to better prepare you to make the changes needed to create a higher performing campus?

Case Legal Brief #2 | Chapter 5: Personnel Issues
 A. Reassignment
 B. Compensation Disputes
 C. Teacher Appraisal
 D. Employment Benefits
 E. Grievances and the Role of Employee Organizations |
| **Module 4**

November 9 - 15

Due 11:59pm

(Midnight) | Chapters 6 and 7 | Read Chapters

View Lectures

Discussion Board: A student, who is an atheist, is currently fighting to have a religious prayer mural removed from her high school | Chapter 6: Expressions and Associational Rights
 A. Educator Rights of Expression and Association
 B. Student Rights of Expression and Association
Chapter 7: Religion in the Schools
A. Legal Framework
B. Contemporary Issues |

		auditorium. The mural was a gift to the school by a previous class and has been at the school for forty years, the principal is fighting the removal claiming the mural represents that class and is a historical document and not a particular religious view. Is this a violation of the First Amendment and the Lemon Laws? As an administrator what guidelines or case study could be followed to amend this issue? **Case Legal Brief #3**	C. Religion in Classrooms D. Student religious groups and the equal access act
Module 5 **November 16 - 22** **Due 11:59pm** **(Midnight)**	Chapters 8 and 9	Read Chapters View Lectures Discussion Board Prompt: Ethical and Legal Issues Debate **Case Study: Savannah's Story** **Quiz Two**	Chapter 8: Student Discipline A. Guidelines for Rule Making B. Due Process C. Chapter 37 TAC Chapter 9: Privacy Issues: Community, Educators and Students A. Legal Framework B. Educator Privacy Rights C. Student Privacy Rights
Module 6 **November 23 - 29** **Due 11:59pm** **(Midnight)**	Chapter 10	Read Chapter View Lecture Discussion Board Prompt: Even though the Supreme Court has ruled that due process is not necessary prior to the use of corporal	Chapter 10: Legal Liability A. State Torts B. Federal Civil Rights Liability

		punishment and most courts will not get involved in the issue as it pertains to Constitutional protections, as an Administrator, would you implement a corporal punishment program in your school or district? Why or why not? What procedural safeguards would you need to put in place to help prevent potential litigation? **Mini-Internship Course Reflection**	
Module 7 **November 30 – December 6** **Due 11:59pm** **(Midnight)**	No Chapters **Final Exam is Open Book and Open Resource**	**Final Exam** DUE MARCH 1 by 11:59 pm **(Midnight)**	Culminating Assessment of Learning