EDLE 5365 – Public School Law (3 credits; fully online) spans eight weeks in long semesters and six weeks in summer sessions. Summer sessions contain the same assignments and expectations for time, although the number of weeks is less. The course contains extensive written content that includes the same information students in a similar face-to-face lecture course receive, requiring students to engage in the online modules for at least three hours per week. Primary source readings are woven into the content to support key concepts or provide perspective on historical events. In addition, students are required to read at least one monograph-length work during the semester, complete discussions and other activities over the course content, and complete multiple writing assignments that evaluate their ability to think globally, interpret primary sources, and consider multiple sides of legal issues. For every hour a student engages with the content, he/she spends at least two hours completing associated activities and assessments.

I. Course Description:

EDLE 5365- Public School Law: This course is designed to develop a knowledge base in public schools' origin and types of law. Special emphasis is placed on the application and impact of the law as it relates to the public school in Texas. The Practicum Activities must be submitted into LiveText/Watermark for this course.

II. Intended Learning Outcomes/Goals/Objectives:

Program Learning Outcomes:

1. The student will apply skills, content knowledge, and knowledge of necessary dispositions regarding the role of an effective school leader.
2. The student will demonstrate an understanding of school leadership's basic principles and foundations.
3. The student will demonstrate instructional leadership skills in working with faculty on instruction, curriculum, culture, and professional development issues.
4. The student will demonstrate and apply leadership skills through school-level practicum experiences.
5. The student will demonstrate building-level leadership skills in supporting P-12 student learning within a school.
6. The student will exhibit school leadership skills in organizational management and community relations developing effective school-based management and resource systems and school-community partnerships.
Student Learning Outcomes:
1. Students will be able to describe the foundations of the legal system for schools. (PLO 2, 3, 4)
2. Students will be able to describe policies and practices related to instructional programs (PLO 2, 3, 4, 5)
3. Students will be able to describe student rights and discipline guidelines. (PLO 1, 2, 3, 4, 5)
4. Students will be able to describe teacher rights and legal freedoms. (PLO 2, 3, 4, 5)
5. Students will be able to address contractual and personnel issues. (PLO 1, 2, 3)
6. Students will be able to address religious issues in the school setting. (PLO 1, 2, 3)
7. Students will be able to address legal issues as they pertain to school and student safety. (PLO 1, 2, 3)

The CF and VMGV describe a shared vision and purpose for the SFASU College of Education. It provides coherence for our curriculum, clinical experiences, and assessments. It is linked to the University’s vision and values and describes how they translate into knowledge, skills, and dispositions in the College of Education. It is this philosophy and vision that helps to distinguish our graduates from those of other institutions.

Course Rationale:

Educational leaders must form policies and make decisions. Therefore, the organization and operation of public education in the United States require that leaders know the legal powers and limitations relative to administrative positions and responsibilities.

Program Learning Outcomes

1. The student will apply skills, content knowledge, and knowledge of necessary dispositions regarding the role of an effective school leader.
2. The student will demonstrate an understanding of school leadership’s fundamental principles and foundations.
3. The student will demonstrate instructional leadership skills in working with faculty on instruction, curriculum, culture, and professional development issues.
4. The student will demonstrate and apply leadership skills through school-level practicum experiences.
5. The student will demonstrate building-level leadership skills in supporting P-12 student learning within a school.
6. The student will exhibit school leadership skills in organizational management and community relations, developing effective school-based management, resource systems, and school-community partnerships.

Student Learning Outcomes

1. Students can identify and influence the factors and practices contributing to positive school culture.
2. Students will be able to describe the duties of a principal, including budgeting, scheduling, and instructional leadership.
3. Students can effect change in schools by understanding the school stakeholders and the outside forces that influence schools.
4. As future leaders, students will be able to articulate their positions and priorities, including analyzing strengths and areas of improvement.

**ELCC Standards that guide this course and all courses taught include:** Please note NELP Standards listed in the Content section.

**Standard 1.0:** A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

**Standard 2.0:** A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

**Standard 3.0:** A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems, efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused on supporting high-quality instruction and student learning.

**Standard 4.0:** A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

**Standard 5.0:** A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs to inform all aspects of schooling.
Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives to adapt school-based leadership strategies.

Standard 7.0: A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience with school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

Texas Principal Standards: Texas Education Code, §21.3541

(1) Standard 1--Instructional Leadership. The principal is responsible for ensuring that every student receives high-quality instruction.

(2) Standard 2--Human Capital. The principal ensures high-quality teachers and staff in every classroom and throughout the school.

(3) Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

(4) Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

(5) Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.
III. Evaluation and Assessments (Grading):

This course is graded on a 200-point scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>180-200</td>
</tr>
<tr>
<td>B</td>
<td>160-179</td>
</tr>
<tr>
<td>C</td>
<td>140-159</td>
</tr>
<tr>
<td>D</td>
<td>120-139</td>
</tr>
<tr>
<td>F</td>
<td>138 and below</td>
</tr>
</tbody>
</table>

**Important notes about grades:**

*All significant assignments (worth 10 points or more) must be completed to receive an A in the course.*

Assignments completed after the due date may only receive up to 80% of the total grade. For example, if you would have otherwise made a 100 on a late assignment, you would receive an 80. Had you made a 90, then you will receive a 72. Re-submissions are accepted for any paper earning less than 80% unless the paper is also late.

Failure to complete the required Practicum hours, record them in QClassroom, and have them approved by the mentor will result in a final grade of “F.”

IV. Required Reading and textbooks


*Please note that this edition is relatively new. Do not try to use an older edition because the law changes over time.*


V. QClassroom

This course collects assessments for Perkins College of Education students using the QClassroom management system.

Required program assignments connected to courses across your major/minor must be submitted through QClassroom. Failure to submit assignments needed into the QClassroom system will result in a penalty assessed to the assignment grade.
VI. Tentative Course Outline/Calendar:

EDLE 5365 – Public School Law (3 credits; entirely online) spans 7-8 weeks. Summer sessions contain the same assignments and expectations for time, although the number of weeks is considerably less. The course comprises extensive written content that includes the same information students in a similar face-to-face lecture course receive, requiring students to engage in the online modules for at least three hours per week. Primary source readings are woven into the content to support key concepts or provide perspective on historical events. In addition, students must read at least one monograph-length work during the semester, complete discussions and other activities over the course content, and complete multiple writing assignments that evaluate their ability to think globally, interpret primary sources, and consider various sides of legal issues. For every hour students engage with the content, they spend at least two hours completing associated activities and assessments.

All major assignments must be completed to receive an A in the course. All assignments must be completed by the due date to receive up to 80% of the total grade. Working ahead is encouraged. Not meeting due dates is discouraged! Principals learn to manage time and responsibility. Consider printing this page and using it as a checklist to guide your work. Please note that the first part of the course is designed with a series of units that roughly parallel similar material in the textbook + a parallel assignment.

The last part of the course, though, is application based. To do well on the latter assignments, you will be expected to apply the material you've already covered, look up appropriate answers in the many online resources available (TASB, TASA, TEA, TASSP, your own district’s policy-on-line), and then apply it to the assigned tasks.

The first assignment is a quiz to encourage you to read and reflect on course requirements and navigational tools for the course and become more comfortable with D2L and the whole online environment. It also will help you become more cognizant of the practicum requirements for this and future studies. You should also be working on the Brief of a Landmark Case. This is an essential introduction to the power of litigation and the judiciary.

The two Pillar Assessments are designed to allow you to conduct work in the format expected for the Texas Principal as Instructional Leader EC-12 certification exam and the Performance Assessment for School Leaders.

In addition, you must participate in two Discussion activities with other class members and use the second text on documentation to successfully complete later assignments. I advise you to plan accordingly, especially regarding completing practicum hours. The completion/posting of the practicum log is an essential part of the course.
### Timeline/Due Dates for Assignments

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment/Task</th>
<th>Where is it?</th>
<th>Point value</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASAP</td>
<td>Who and Where Are All of You?</td>
<td>Discussion</td>
<td>***</td>
</tr>
<tr>
<td>10.26.2023</td>
<td>Course Construction Quiz</td>
<td>Quiz</td>
<td>15</td>
</tr>
<tr>
<td>10.31.2023</td>
<td>Brief of Landmark Case - Foundations of Texas School Law</td>
<td>Dropbox (DB)</td>
<td>15</td>
</tr>
<tr>
<td>10.31.2023</td>
<td>Special Education</td>
<td>DB</td>
<td>15</td>
</tr>
<tr>
<td>11.07.2023</td>
<td>Pillar Assessment #5-Hiring, Selection, and Retention</td>
<td>DB</td>
<td>10</td>
</tr>
<tr>
<td>11.07.2023</td>
<td>Contractual Agreements</td>
<td>DB</td>
<td>15</td>
</tr>
<tr>
<td>11.14.2023</td>
<td>Scenario #3-Personnel Problems PLUS Personnel Leave</td>
<td>DB</td>
<td>15</td>
</tr>
<tr>
<td>11.14.2023</td>
<td>Religion in Schools</td>
<td>DB</td>
<td>15</td>
</tr>
<tr>
<td>11.28.2023</td>
<td>Student Rights and Discipline</td>
<td>DB</td>
<td>15</td>
</tr>
<tr>
<td>11.28.2023</td>
<td>Other Important Law Issues</td>
<td>DB</td>
<td>15</td>
</tr>
<tr>
<td>12.05.2023</td>
<td>Discussion: Facebook posting Documentation: Dance &amp; Basketball - Last Chance Memorandum</td>
<td>Discussion and DB</td>
<td></td>
</tr>
<tr>
<td>12.05.2023</td>
<td></td>
<td>Discussions: 5 each/10 total Memorandum: 15</td>
<td></td>
</tr>
<tr>
<td>12.12.2023</td>
<td>Pillar Assessment #4-Diversity and Equity</td>
<td>DB</td>
<td>10</td>
</tr>
<tr>
<td>12.12.2023</td>
<td>Teachers, Privacy, and Rights</td>
<td>DB</td>
<td>15</td>
</tr>
<tr>
<td>12.14.2023</td>
<td>Practicum Hours posted to Dropbox and QClassroom</td>
<td>DB and QClassroom</td>
<td>***</td>
</tr>
<tr>
<td>12.14.2023</td>
<td>Scenario #1 - The Phone</td>
<td>DB</td>
<td>20</td>
</tr>
<tr>
<td>12.14.2023</td>
<td>Scenario #2 - The Grieving Parent</td>
<td>DB</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total possible points</td>
<td></td>
<td>200</td>
</tr>
</tbody>
</table>

A = 180-200  
B = 160-170  
C = 140-159  
D = 120-139  
F = 138 and below
VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for various important purposes, including 1) Course and program improvement, planning, and accreditation; 2) Instruction evaluation purposes; and 3) Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. In addition, please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

The course evaluation process is completed electronically through MySFA. Although the professor can view the names of students who complete the survey, all ratings and comments are confidential and anonymous. They will not be available for viewing until after the final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, the failure of students to adhere to these requirements shall influence the course grade, financial assistance, and enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation and note this information in required reports (including the first 12-day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, of excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed immediately after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability-related accommodations, alternate formats, or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004, as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation or auxiliary aids. Please request services promptly to ensure your accommodation is completed on time. For additional information, go to http://www.sfasu.edu/disabilityservices/

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is the responsibility of all university faculty and students. Therefore, faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism and the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing any information, including citations, on an assignment.
- helping or attempting to help another in the act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. Suppose students register for the same course in future semesters. In that case, the WH will automatically become an F and be counted as a repeated course to compute the grade point average.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF,” the course will not count towards the six-course drop limit since the student is incurring an academic penalty.

Student Code of Conduct: Policy 10.4
Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program or the ability of others to profit from the course or program. Remaining in the vicinity of activity disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption and more active participants in the disruptive activity, may also be in violation of this policy. Engaging in physical violence of any nature against any person: This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers any person's physical health or safety or causes a reasonable apprehension of such harm.
SFASU values students’ mental health and its role in academic and overall student success. Therefore, SFA provides various resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services  
[www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)  
Human Services Room 202  
936-468-1041

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343  
Suicide Prevention Lifeline 1(800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741

**Additional Information Specific to Educator Preparation**

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and community members and safeguard academic freedom. In maintaining the profession's dignity, the Texas educator shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. In exemplifying ethical relations with colleagues, the Texas educator shall extend just and equitable treatment to all members of the profession. In accepting a position of public trust, the Texas educator shall measure success by each student’s progress toward realizing their potential as an effective citizen. Finally, in fulfilling responsibilities in the community, the Texas educator shall cooperate with parents and others to improve the community's public schools. This chapter shall apply to educators and candidates for certification.


**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**

1. Candidates must undergo a criminal history background check before clinical teaching and employment as an educator. The public school campuses are responsible for completing the criminal background check. In addition, a person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification
examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review when you apply for your educator certification. Your criminal history will be reviewed, and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID card, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. YOU must provide legal documentation to be allowed to take these mandated examinations related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. complete a state-mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.