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

A = 180-200
B = 160-179
C = 140-159
D = 120-139
F = 138 and below

**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-online), 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>3.22.2024</td>
<td>Course Construction Quiz</td>
<td>Quiz</td>
<td>15</td>
</tr>
<tr>
<td>3.26.2024</td>
<td>Brief of Landmark Case - Foundations of Texas School Law</td>
<td>Dropbox (DB)</td>
<td>15</td>
</tr>
<tr>
<td>3.26.2024</td>
<td>Special Education</td>
<td>DB</td>
<td>15</td>
</tr>
<tr>
<td>4.02.2024</td>
<td>Pillar Assessment #5-Hiring, Selection, and Retention</td>
<td>DB</td>
<td>10</td>
</tr>
<tr>
<td>4.02.2024</td>
<td>Contractual Agreements</td>
<td>DB</td>
<td>15</td>
</tr>
<tr>
<td>4.09.2024</td>
<td>Scenario #3-Personnel Problems PLUS Personnel Leave</td>
<td>DB</td>
<td>15</td>
</tr>
<tr>
<td>4.09.2024</td>
<td>Religion in Schools</td>
<td>DB</td>
<td>15</td>
</tr>
<tr>
<td>4.16.2024</td>
<td>Student Rights and Discipline</td>
<td>DB</td>
<td>15</td>
</tr>
<tr>
<td>4.16.2024</td>
<td>Other Important Law Issues</td>
<td>DB</td>
<td>15</td>
</tr>
<tr>
<td>4.23.2024</td>
<td>Discussion: Facebook posting</td>
<td>Discussion</td>
<td>Discussions: 5 each/10 total Memorandum: 15</td>
</tr>
<tr>
<td></td>
<td>Discussion: Dance &amp; Basketball Documentation: Dance &amp; Basketball-Last Chance Memorandum</td>
<td>Discussion and DB</td>
<td>Discussions: 5 each/10 total Memorandum: 15</td>
</tr>
<tr>
<td>4.30.2024</td>
<td>Pillar Assessment #4-Diversity and Equity</td>
<td>DB</td>
<td>10</td>
</tr>
<tr>
<td>4.30.2024</td>
<td>Teachers, Privacy, and Rights</td>
<td>DB</td>
<td>15</td>
</tr>
<tr>
<td>5.07.2024</td>
<td>Practicum Hours posted to Dropbox and QClassroom</td>
<td>DB and QClassroom</td>
<td>***</td>
</tr>
<tr>
<td>5.09.2024</td>
<td>Scenario #1 - The Phone</td>
<td>DB</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Scenario #2 - The Grieving Parent</td>
<td>DB</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td><strong>Total possible points</strong></td>
<td></td>
<td><strong>200</strong></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.

VII. Student Ethics and Policy

Institutional Absences (HOP 04-110)
An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

Code of Student Conduct and Academic Integrity

- The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.
Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to [https://www.sfasu.edu/docs/hops/04-106.pdf](https://www.sfasu.edu/docs/hops/04-106.pdf).

**Withheld Grades Semester Grade Policy (HOP policy 02-206)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to [https://www.sfasu.edu/docs/hops/02-206.pdf](https://www.sfasu.edu/docs/hops/02-206.pdf).

- **Students with Disabilities**
  To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-
1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

- **Student Wellness and Well-Being**
  
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

  If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**Other important course-related policies:**

***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

IX: Resources

- **On-campus Resources:**
  
  o **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
    
    www.sfasu.edu/deanofstudents
    936.468.7249
    dos@sfasu.edu

  o SFASU Counseling Services • www.sfasu.edu/counselingservices
    Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

  o SFASU Human Services Counseling Clinic •
    www.sfasu.edu/humanservices/139.asp
    Human Services Room 202 • 936-468-1041

  o **The Health and Wellness Hub** “The Hub”
    Location: corner of E. College and Raguet St.

    - To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
      
      - Health Services
      - Counseling Services
      - Student Outreach and Support
      - Food Pantry
      - Wellness Coaching
      - Alcohol and Other Drug Education
X: Additional Information Specific to Educator Preparation – *Ed.D-Leadership students who are in the K-12 Concentrate are included in the Educator Preparation Program*

- **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 members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.
  - Please go to TAC 247.2 – *Code of Ethics and Standard Practices for Texas Educators*.

- **To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**
  - Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. 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 at the time 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.

- Provide one of the following primary ID documents:
  - Passport
  - driver’s license, state or providence ID cards
  - a national ID card, or military ID card to take the TExES exams
  - YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

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

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