

**Stephen F. Austin State University**  
**Secondary Education and Educational Leadership**

**AED 565**  
**Public School Law**  
**Fall 2019**

**Instructor: Barbara Qualls, Ph.D.**  
**Office: Human Services 313B**  
**Office Phone: 936-468-1592**  
**Other Contact Information: 972-351-7078 mobile/text**

**Course Time & Location: On Line**  
**Office Hours: T/Th 9:30-12:00**  
**Credits: 3**  
**Email: [quallsba@d2l.sfasu.edu](mailto:quallsba@d2l.sfasu.edu) or [quallsba@sfasu.edu](mailto:quallsba@sfasu.edu) or [bquallsbqualls@att.net](mailto:bquallsbqualls@att.net)**

**I. Course Description:**

AED 565- Public School Law: This course is designed to develop a knowledge base in the origin and types of law that operate within the public schools. Special emphasis is placed upon the application and impact of the law as it relates to the public school in Texas. For this course, the Practicum Activities must be submitted into Livetext/Watermark.

**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 basic principles and foundations of school leadership.
3. The student will demonstrate instructional leadership skills in working with faculty on issues of instruction, curriculum, culture, and professional development.
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 for 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 as related to 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 vision and values, and describes how those values 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 policy and make decisions. The organization and operation of public education in the United States requires 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 basic principles and foundations of school leadership.
3. The student will demonstrate instructional leadership skills in working with faculty on issues of instruction, curriculum, culture, and professional development.
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 identify and influence the factors and practices that contribute to positive school culture.
2. Students will be able to describe the duties of a principal, including budgeting, scheduling, and instructional leadership.
3. Students will be able to effect change in schools by understanding the stakeholders in the schools and the outside forces that influence schools.
4. Students will be able to articulate their own positions and priorities, including an analysis of strengths and areas of improvement, as future leaders.

**ELCC Standards that guide this course and all courses taught include: Please note NELP Standards listed in 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 to support 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 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 in order 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 that has 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 every student receives high-quality instruction.
- (2) Standard 2--Human Capital. The principal is responsible for ensuring there are 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 major assignments (worth 10 points or more) must be completed in order to receive an A in the course.**

**Assignments not completed by 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, then you will receive an 80. Had you made a 90, then you will receive a 72. Re-submissions are accepted for any paper that earns less than 80%, unless the paper is also late.**

**Failure to complete the required Practicum hours and record them in Livetext/Watermark and have them approved by the mentor will result in a final grade of "F."**

#### **IV. Required Reading and textbooks**

Walsh, J., Kemerer, F., & Maniotis, L. (2018). *Educator's Guide to Texas School Law*. (9<sup>th</sup> ed.). Austin, Texas: The University of Texas. ISBN-13# 978-1477315316 **ed311.com best source**

Kemerer, F., & Crain, J. (2016). *Texas Documentation Handbook*. (6<sup>th</sup> ed.). Austin, TX: Texas School Administrators' Legal Digest. ISBN# 978-0-9852527-5-5 **ed311.com best source**

Desravines, J., Aquino, J., & Fenton, B. (2016). *Breakthrough principals: A step-by-step guide to building stronger schools*. Jossey-Bass. ISBN# 978-1118801178 **(same as for AED 516)**

#### **V. Livetext/Watermark Account**

This course collects assessments for Perkins College of Education students using the Livetext/Watermark data management system. Students who do not have an existing Livetext/Watermark account will receive an access code and registration instructions via your SFA email within the first week of class. You must register your Livetext/Watermark account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning Livetext/Watermark registration, check your junk/spam folders for these e-mails. For questions, call ext. 1267 or e-mail [SFALiveText@sfasu.edu](mailto:SFALiveText@sfasu.edu).

Required program assignments that are connected to courses across your major/minor must be submitted through Livetext/Watermark. Failure to submit required assignments into the Livetext/Watermark system will result in a penalty assessed to the assignment grade.

## VI. Tentative Course Outline/Calendar:

AED 565 – Public School Law (3 credits; fully online) spans 15 weeks. 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 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 spends engaging with the content, he/she spends at least two hours completing associated activities and assessments.

All major assignments must be completed in order to receive an A in the course. All assignments not completed by the due date will only 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 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 assignment tasks.

The very first assignment is a quiz to encourage you to read and reflect on course requirements, navigational tools for the course, and generally 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 courses. You should *also* be working on the Brief of a Landmark Case. This is a very important introduction to the power of litigation and the judiciary.

The two assessments labeled Pillar Assessments are specifically designed to give you an opportunity to conduct work in the format that will be 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 for successful completion of later assignments. I advise that you look ahead and plan accordingly, especially in terms of completing practicum hours. The completion/ posting of the practicum log is an essential part of the course.



<b>Due Date</b>	<b>Assignment/Task</b>	<b>Where is it?</b>	<b>Point Value</b>
ASAP	Who and Where Are All of You?	Discussion	***
September 1, 2019	Course construction, tutorials, Mentor forms, etc. quiz	Quiz	15
September 8, 2019	Brief of Landmark Case – Foundations of Texas School Law	Dropbox	15
September 15, 2019	Special Education	Dropbox	15
September 22, 2019	Contractual Agreements	Dropbox	10
September 29, 2019	Scenario #3 – The Personnel Problems and Personnel Leave	Dropbox	15
October 6, 2019	Religion in Schools	Dropbox	15
October 13, 2019	Student Rights and Discipline	Dropbox	15
October 27, 2019	Pillar Assessment #5 – Hiring, Selection and Retention	Dropbox	20
November 3, 2019	Other Important Law Issues	Dropbox	15
November 10, 2019	Discussion – Facebook posting Discussion – Dance & Basketball	Discussions	10/ 5 each
November 10, 2019	Documentation – Dance & Basketball: Last Chance Memorandum	Dropbox	10
November 24, 2019	Pillar Assessment #6-Diversity and Equity	Dropbox	20
December 8, 2019	Teachers, Privacy and Rights	Dropbox	15
December 11, 2019	Scenario #1 – The Phone	Dropbox	5
December 11, 2019	Scenario #2 – The Grieving Parent	Dropbox	5
<b>December 8, 2019</b>	<b>Practicum Hours posted in Dropbox <i>and</i> in Livetext/Watermark</b>	Dropbox/ Livetext/ Watermark	<b>***</b>
	Total Possible Points		<b>200</b>

## **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 a variety of 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. 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 will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available for viewing until after final grades are posted.

## **VIII. Student Ethics and Other Policy Information:**

**Students with Disabilities:** Policy 6.1 and 6.6

To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468-3004/ (936) 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 in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>.

**Academic Integrity: Policy 4.1**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

### **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 of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an 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 own 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; and/or,
- 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).

## **Attendance:**

This course requires students' active participation. Class participation is expected to be regular and interactive. Please make sure that you log on at least once every three days. Failure to attend and participate may impact course grades, financial assistance and enrollment status.

## **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 course work 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

## **Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1).

Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at <https://www.sfasu.edu/judicial/earlyalert.asp> or call the office at 936-468-2703.