Summer 2025
Semester Syllabus
School Law EDLR
5320

Listen Carefully

Ask Probing Questions

Unmask Assumptions

Make Connections & Construct Meaning

Process Feedback

Instructor Information

- *Name*

  Kathy Ray, Ed.D.
  Educational Leadership
  School of Education
  College of Education & Psychology

- *Office*

  Online

- *Office Hours*

  Online by appointment

- *Phone Numbers*

  Office: (254) 592-9480

- *E-mail*

  kathyray@uttyler.edu

Course Catalog Description

This course provides an overview of school law for educational leaders focusing on legal issues affecting the operation of public, charter, and private schools.

Student Learning Objectives

Upon completing this course, the student will:

Objective	Texas Principal Standard
Recognize the role of the principal in creating an atmosphere of safety that encourages the social, emotional, and physical well-being of students and staff.	4(B)(iv)
Recognize the importance of an orderly school environment and maintaining expectations for student behavior.	4(B)(v)
Understand current legal issues and ways to influence through leadership.	4(B)(iv), 4(B)(v)
Ensure that teachers develop through regular observations, actionable feedback, and school-wide systems.	2(A)(i)(IV), 3(A)(i)(VII)
Recognize the importance of hiring exceptional teachers and the importance of an interview procedure in determining traits needed for teaching success.	1(B)(ii), 2(A)(i)(III), 2(B)(i)
Recognize the importance of expectations among both teachers and students.	1(A)(i)(V), 2(B)(iii), 4(A)(i)(II), 4(B)(ii)

Recognize how the fundamental premises of the principal position transfer to the objective questions of the TExES.	3(A)(i)(III)
Understand that all staff have clear goals and expectations that guide them and by which they are assessed.	2(A)(i)(II)

Course Modules with Dates Available & Assignment Due Dates

Module	Date Available	Assignment Due Date
Introduction Module • Faculty Information • Course Syllabus • Class Introductions • Creating a Pinterest Account	May 5, 2025	May 11, 2025 *Class Introduction *Creating a Pinterest Account*
Module 1 • Overview of the Federal Government & Education • Overview of the State Government & Education • Overview of the Local Government & Education • Student Rights Part I & II • Use of School Facilities • Equal Access Act (EAA)	May 5, 2025	May 11, 2025 *10 in 20 Quiz #1 *TExES Patterns Quiz #1 *Discussion #1*
Module 2 • Attendance • Instruction • Rights of Parents • Special Education • Documentation	May 11 2025	May 18, 2025 *10 in 20 Quiz #2 *10 in 20 Quiz #3 *TExES Patterns Quiz #2 *Application Quiz #1 *Discussion #2*
Module 3 • Student Discipline • Curbing Violence in Schools • Desegregation • Family Educational Rights & Privacy Rights Act (FERPA) • Texas Public Information Act (TPIA) • Personnel	May 18, 2025	May 25, 2025 *10 in 20 Quiz #4 *10 in 20 Quiz #5 *TExES Patterns Quiz #3 *Application Quiz #2 *Discussion #3*
Mid-Term Exam • Mid-Term Exam	May 25, 2025	June 1 2025 *Mid-Term Exam*
Module 4 • Sexual Harassment • First Amendment & Teacher Rights • Fair Labor Standards Act (FLSA) • Divorced Parents • Child Protective Services • Police • UIL Booster Club Guidelines • UIL & TEA Eligibility Guidelines	June 1, 2025	June 8, 2025 *10 in 20 Quiz #6 *10 in 20 Quiz #7 *TExES Patterns Quiz #4 *Application Quiz #3 *Discussion #4*

Module 5
   • Texas School Finance
   • Special Issues
   • Nutrition
   • Drug Testing
   • Legal Liability
   • Pinterest Board
	June 8, 2025	June 15, 2025
		10 in 20 Quiz #8
		TExES Patterns Quiz #5
		Application Quiz #4
		Discussion #5
		Pinterest Board Pins

Final Exam • Final Exam	June 15, 2025	June 21, 2025 *Final Exam*

Evaluation & Grading

- *Discussion*
  - Each of the five *Discussion* questions provides a forum to dialogue with colleagues on a legal issue covered in each module.

- *10 in 20 Quizzes*
  - Each of the eight *10 in 20 Quizzes* consists of 10 true-false, fill-in-the-blank, multiple-answer, multiple-choice formatted questions to ensure prompt recall of basic school law facts and concepts. There is a 20-minute time limit.

- *Application Quizzes*
  - Each of the four *Application Quizzes* consists of 15 true-false, fill-in-the-blank, multiple-answer, multiple-choice formatted questions on issues of school law designed to evaluate critical thinking skills. There is no time limit.

- *TExES Patterns Quizzes*
  - Each of the five *TExES Patterns Quizzes* consists of 3 multiple-choice questions covering legal patterns discussed in each module. There is no time limit.

- *Pinterest Current Events Forum*
  - The student will pin five articles on the *Pinterest* public board **School Law EDLR 5320 Summer 2025**. Each pin must be from a journal, newspaper, or other media source on a topic or event relating to an area of school law covered in the course.

- *Mid-Term Exam*
  - The *Mid-Term* is a short-answer exam requiring the student to apply their understanding of school law facts and concepts through the evaluation of four campus scenarios. Responses should be no more than 300 words per question.

- *Final Exam*
  - The *Final* is a 60-question multiple-choice exam assessing the student's overall knowledge of school law facts and concepts presented throughout the course.

Assessment Specifics & Assignments

- *Discussion*   5 points: 5 questions @ 1 point each
- *10 in 20 Quizzes*   80 points: 8 quizzes @ 10 points each
- *Application Quizzes*   60 points: 4 quizzes @ 15 points each
- *TExES Patterns Quizzes*   15 points: 5 quizzes @ 3 points each
- *Pinterest Current Events Forum*   5 points: 5 articles @ 1 point each
- *Mid-Term Exam*   40 points
- *Final Exam*   60 points

Final Grade Calculations

Total Points = 265
- o **A** = 90% - 100% of points available **(238 points to 265 points)**
- o **B** = 80% - 89% of points available **(212 points to 237 points)**
- o **C** = 70% - 79% of points available **(185 points to 211 points)**

Teaching Strategies

- *Canvas* is the primary online learning management system used to teach and manage course assignments for School Law EDLR 5320.

- *Pinterest* is the online bookmarking tool for posting and commenting. Our public *Pinterest* board is **School Law EDLR 5320 Summer 2025**. You will need to create an account, refer to the instructions located in the *Pinterest Instructions* folder.

Related Field Experiences

- There are no formal field experiences involved in the course. Students will have the opportunity to reflect on current school law matters using the posting sections in *Pinterest* and *Discussion*.

Required Text & Related Readings

- Walsh, J., Maniotis, L. & Kemerer, F. (2010). *The educator's guide to Texas school law (8th or 9th Edition).* Austin, TX: University of Texas Press. (ISBN 978-0-292-76048-4)
  OR
- Walsh, J. and Orman, S. (2022). *The educator's guide to Texas school law (10th Edition).* Austin, TX: University of Texas Press. (ISBN 978-1477324714)
- Optional (as a reference) – Kemerer, F. and Crain, J. (2011). *Texas documentation handbook (6th Edition).* Austin, TX: Park Place Publications, L.P. (ISBN 978-0-9852527-5-5)

UNIVERSITY POLICIES

Withdrawal Policy
The last day to withdraw from an accelerated **Summer 2025 Semester** without penalty is **Friday, May 9, 2025.** The last day to withdraw from one or more accelerated S**ummer 2025 Semester** courses and to receive a W or Q is **Thursday, June 5, 2025.**

UT Tyler Honor Code
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Access the list of university guidelines, links, and policies, including information related to the topics listed below **https://www.uttyler.edu/links/**

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students
- UT Tyler Writing Center (903.565.5995), **writingcenter@uttyler.edu**, **http://www.uttyler.edu/writingcenter/**
- UT Tyler Tutoring Center (903.565.5964), **tutoring@uttyler.edu**, **https://www.uttyler.edu/tutoring/**

- The Mathematics Learning Center, RBN 4021, an open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) **https://www.uttyler.edu/counseling/**

Artificial Intelligence Statement for Course Syllabi
UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course:

AI is not permitted in this course at all.

To best support your learning, you must complete all graded assignments by yourself to assist in your learning. This exclusion of other resources to help complete assignments includes artificial intelligence (AI). Refrain from using AI tools to generate any course context (e.g., text, video, audio, images, code, etc.) for an assignment or classroom assignment.

This document was adapted from AI Syllabus information from Carnegie Mellon University, Stanford University, The University of Texas at Austin, and The University of Texas at San Antonio. This document was edited for grammar using Grammarly, an AI tool for writing.

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

CEP Mission
The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

CEP Vision
The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards
The School of Education is committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

Access the **Texas Education Standards for Principals**
https://tea.texas.gov/texas-educators/educator-initiatives-and-performance/principal-standards-and-appraisal

Access the **Code of Ethics and Standard Practices for Texas Educators**
https://tea.texas.gov/texas-educators/investigations/educators-code-of-ethics

Appendix

Mid-Term Exam

<u>Scoring Rubric</u>

Dimension	Sophisticated	Competent	Needs Work
Response	Response is clearly stated and connections to the question and position are clear and relevant. The underlying logic is explicit. *(Value: 4-5 points)*	Response is clearly stated and connections to the question and position are mostly clear, some aspects may not be connected or minor errors in logic are present. *(Value: 2-3 points)*	Response may not be clear and the connections to the question are incorrect or unclear or just a repetition of the findings without explanation. Underlying logic has major flaws; connection to position is not clear. *(Value: 0-1 points)*
Writing	Writing is coherently organized and the logic is easy to follow. There are no errors in spelling and/or grammar and terminology is clearly defined. Writing is clear, concise, and persuasive. *(Value: 4-5 points)*	Writing is generally well organized and most of the argument is easy to follow. There are only a few minor errors in spelling and/or grammar or with terms not clearly defined. Writing is mostly clear but may lack conciseness. *(Value: 2-3 points)*	Writing is poorly organized and difficult to read – does not flow logically from one part to another. There are several spelling and/or grammatical errors; technical terms may not be defined or are poorly defined. Writing lacks clarity and conciseness. *(Value: 0-1 points)*

Eberly Center for Teaching Excellence, Carnegie Mellon University
Adapted from: Scoring Rubric for Short, Research-based Position Paper
Undergraduate Cognitive Psychology, Anne L. Fay, Carnegie Mellon University