Instructor Information

- **Name**
  Gary J. Miller, Ed.D.

- **Office**
  HPR 103

- **Office Hours**
  Thursday 12-3 PM (or by appointment)

- **Phone Numbers**
  Office: (903) 565-5675
  Cell: (940) 536-8054
  Fax: (903) 565-5527

- **E-mail**
  gmiller@uttyler.edu

Course Catalog Description
An overview of school law for educators addressing legal issues that impact the operation of public schools.

Student Learning Outcomes & Assessments

Program Outcomes
The student will be able to:

1. Shape campus culture by developing a shared vision.
2. Communicate and collaborate with stakeholders to promote student success.
3. Act with integrity, fairness and in an ethical and legal manner.
5. Advocate, sustain instructional program conducive to student learning and professional development.
6. Implement staff evaluation and development system.
7. Apply leadership and management principles.
8. Promote a safe physical plant.

Course Outcomes *(Aligned to the Texas Education Agency’s new Principal Standards):*

- Standard 1 – Instructional Leadership. The leader is responsible for ensuring every student receives high-quality instruction.
  - (A) Knowledge and skills.
  - (i) Effective instructional leaders:
    - (II) implement a rigorous curriculum aligned with state standards.
o Standard 2 – Human Capital. The leader is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.
  - (A) Knowledge and skills.
    - (i) Effective leaders of human capital:
      - (I) treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff;
      - (II) ensure all staff have clear goals and expectations that guide them and against which they are assessed;
      - (III) are strategic in selecting and hiring candidates whose vision aligns with the schools' vision and whose skills match the schools' needs; and
      - (IV) ensure that, once hired, teachers develop and grow by building layers that support regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing.

o Standard 3 – Executive Leadership. The leader is responsible for modeling a consistent focus and personal responsibility for improving student outcomes.
  - (A) Knowledge and skills.
    - (i) Effective executive leaders:
      - (I) take personal responsibility for the success of the school; and
      - (VI) understand how to communicate a message in different ways to meet the needs of various audiences.

o Standard 4 – School Culture. The leader is responsible for establishing and implementing a shared vision and culture of high expectations for all students.
  - (A) Knowledge and skills.
    - (i) Effective culture leaders:
      - (III) regularly reinforce expectations, holding adults and students to consistent consequences when expectations are not met and acknowledging when they are; and
      - (V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.

o Standard 5 – Strategic Operations. The leader is responsible for implementing systems that align with the school’s vision and improve the quality of instruction.
  - (A) Knowledge and skills.
    - (i) Effective leaders of strategic operations:
      - (IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and
      - (V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.
### Course Modules with Dates Available & Assignment Due Dates

<table>
<thead>
<tr>
<th>Course Modules</th>
<th>Dates Available</th>
<th>Assignment Due Dates</th>
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<tr>
<td><strong>Module 1 Topics</strong></td>
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<tr>
<td>• Overview of the Federal Government &amp; Education</td>
<td>January 12</td>
<td>February 1</td>
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<td>• Overview of the State Government &amp; Education</td>
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<td>• Overview of the Local Government &amp; Education</td>
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<td>• Student Rights Part I &amp; II</td>
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<td>• Use of School Facilities</td>
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<td>• Equal Access Act (EAA)</td>
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<td><strong>Module 2 Topics</strong></td>
<td>February 2</td>
<td>February 15</td>
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<td>• Attendance</td>
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<td>• Instruction</td>
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<td>• Rights of Parents</td>
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<td>• No Child Left Behind (NCLB)</td>
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<td>• Special Education</td>
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<td>• Documentation</td>
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<td><strong>Module 3 Topics</strong></td>
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<td>• Student Discipline</td>
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<td>• Curbing Violence in Schools</td>
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<td>• Desegregation</td>
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<td>• Family Educational Rights &amp; Privacy Rights Act (FERPA)</td>
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<td>• Texas Public Information Act (TPIA)</td>
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<td>• Personnel</td>
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<td><strong>Mid-Term Exam</strong></td>
<td>March 2</td>
<td>March 22</td>
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<td><strong>Module 4 Topics</strong></td>
<td>March 23</td>
<td>April 5</td>
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<tr>
<td>• Sexual Harassment</td>
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<td>• First Amendment &amp; Teacher Rights</td>
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<td>• Fair Labor Standards Act (FLSA)</td>
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<td>• Divorced Parents</td>
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<td>• Child Protective Service</td>
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<td>• Police</td>
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<td>• UIL Booster Club Guidelines</td>
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<td>• UIL &amp; TEA Eligibility Guidelines</td>
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<td><strong>Module 5 Topics</strong></td>
<td>April 6</td>
<td>April 19</td>
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<td>• Texas School Finance</td>
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<td>• Special Issues</td>
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<td>• Nutrition</td>
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<td>• Drug Testing</td>
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<td>• Legal Liability</td>
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<tr>
<td><strong>TExES Review Module</strong></td>
<td>April 20</td>
<td>April 26</td>
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<td>• TExES Mock Exam</td>
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<tr>
<td><strong>Final Exam</strong></td>
<td>April 27</td>
<td>April 30</td>
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Evaluation & Grading

• **Open Forum**
  o The *Open Forum* is a place to post questions and dialogue with your colleagues regarding legal issues in your class, school, or district. Postings are highly valued and strongly encouraged. The forum has no point value; however, participating can help raise your final grade.

• **10 in 15 Quizzes**
  o Each of the eight *10 in 15 Quizzes* requires a student to answer 10 multiple-choice questions in 15 minutes. The time limit is to ensure a student’s prompt recall of basic knowledge of school law.

• **Application Quizzes**
  o Each of the four *Application Quizzes* contains 15 multiple-choice questions on matters of school law designed to evaluate a student’s critical thinking skills. There is no time limit.

• **TExES Patterns Quizzes**
  o Located in each module is a *TExES Patterns* folder. Each folder contains a document highlighting some of the legal patterns discussed in the module aligned with the principal certification competencies. In addition, each folder has a *TExES Patterns Quiz* with three multiple-choice questions over the topics presented in the document.

• **Pinterest Current Events Forum**
  o For the *Pinterest Current Events Forum* students will pin (i.e., post) five articles on the Pinterest public board School Law EDLR 5320 Spring 2015.
    ▪ 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 class.
    ▪ A comment addressing the article’s relevancy must be included with each pin.
  o Students will comment on 15 additional articles pinned (i.e., posted) on the *Pinterest* public board School Law EDLR 5320 Spring 2015.

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

• **Final Exam**
  o The *Final* is a 60 question multiple-choice exam assessing the student’s overall course knowledge of school law.

Assessment Specifics

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Open Forum</td>
<td>No point value</td>
</tr>
<tr>
<td>10 in 15 Quizzes</td>
<td>80 points: 8 quizzes @ 10 points each</td>
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<tr>
<td>Application Quizzes</td>
<td>60 points: 4 quizzes @ 15 points each</td>
</tr>
<tr>
<td>TExES Patterns Quizzes</td>
<td>15 points: 5 quizzes @ 3 points each</td>
</tr>
<tr>
<td>Pinterest Current Events Forum</td>
<td>20 points: 5 articles + 15 comments on articles @ 1 point each</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>40 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>60 points</td>
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</tbody>
</table>

*275 Total Points Available*

Final Grade Calculations

• A = 90% - 100% of points available (245 points to 275 points)
• B = 80% - 89% of points available (218 points to 244 points)
• C = 70% - 79% of points available (192 points to 217 points)
Teaching Strategies

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

- **Twitter** is the online social networking tool for course announcements. You may follow me on Twitter at millergaryj. Please note Blackboard Learn will contain the identical postings in the Announcements folder.

- **Pinterest** is the online bookmarking tool for posting and commenting. Our public Pinterest board is **School Law EDLR 5320 Spring 2015**. 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 section in **Pinterest** and Q & A board in **Open Forum**.

Required Text & Related Readings


UNIVERSITY POLICIES

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT-Tyler, please follow this link: [http://www.uttyler.edu/wellness/rightsresponsibilities.php](http://www.uttyler.edu/wellness/rightsresponsibilities.php)

Grade Replacement/Forgiveness

If you are repeating this course for a grade replacement, you must file intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his or her career at UT Tyler.

Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course dropped after the 12th day of class (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule are in the course catalog. Petitions for exemptions are submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.
Disability Services
In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office in UC 282, or call (903) 566-7079.

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Student Standards of Academic Conduct
Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, 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 or the attempt to commit such acts.

(i) "Cheating" includes, but is not limited to:
- copying from another student's test paper;
- using during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of UT-Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
(ii) "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.  
(iii) "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

**COLLEGE OF EDUCATION & PSYCHOLOGY**

**Vision**

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

**Mission**

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

**Course Policies**

**Student Travel Policy**

*Since coursework for EDLR online classes can be attended to from any location with Internet access, students are responsible for meeting class responsibilities regardless of travel choices.*  Travel during the scheduled semester is a student choice, and no provisions will be made to excuse students from published assignments or alter course assignment schedules.
# Appendix

## Mid-Term Exam

### Scoring Rubric

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Sophisticated</th>
<th>Competent</th>
<th>Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Response</strong></td>
<td>Response is clearly stated and connections to the question and position are clear and relevant. The underlying logic is explicit. <em>(Value: 4-5 points)</em></td>
<td>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. <em>(Value: 2-3 points)</em></td>
<td>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. <em>(Value: 0-1 points)</em></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>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. <em>(Value: 4-5 points)</em></td>
<td>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. <em>(Value: 2-3 points)</em></td>
<td>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. <em>(Value: 0-1 points)</em></td>
</tr>
</tbody>
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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