



### Instructor Information

- *Name* Gary J. Miller, Ed.D.  
Associate Professor  
Educational Leadership  
School of Education  
College of Education & Psychology
- *Office* BEP 247F
- *Office Hours* Online by appointment
- *Phone Numbers* Office: (903) 565-5675  
Cell: (940) 536-8054
- *E-mail* gmiller@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:

<b>Objective</b>	<b>Texas Principal Standard</b>
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.	<b>4(B)(iv)</b>
Recognize the importance of an orderly school environment and maintaining expectations for student behavior.	<b>4(B)(v)</b>
Understand current legal issues and ways to influence through leadership.	<b>4(B)(iv), 4(B)(v)</b>
Ensure that teachers develop through regular observations, actionable feedback, and school-wide systems.	<b>2(A)(i)(IV), 3(A)(i)(VII)</b>
Recognize the importance of hiring exceptional teachers and the importance of an interview procedure in determining traits needed for teaching success.	<b>1(B)(ii), 2(A)(i)(III), 2(B)(i)</b>
Recognize the importance of expectations among	<b>1(A)(i)(V), 2(B)(iii), 4(A)(i)(II), 4(B)(ii)</b>

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

**Course Modules with Dates Available & Assignment Due Dates**

Module	Date Available	Assignment Due Date
Introduction Module <ul style="list-style-type: none"> <li>• Faculty Information</li> <li>• Course Syllabus</li> <li>• Class Introductions</li> <li>• Creating a Pinterest Account</li> </ul>	January 11	January 24 <i>*Class Introduction</i> <i>*Creating a Pinterest Account</i>
Module 1 <ul style="list-style-type: none"> <li>• Overview of the Federal Government &amp; Education</li> <li>• Overview of the State Government &amp; Education</li> <li>• Overview of the Local Government &amp; Education</li> <li>• Student Rights Part I &amp; II</li> <li>• Use of School Facilities</li> <li>• Equal Access Act (EAA)</li> </ul>	January 25	February 7 <i>*10 in 20 Quiz #1</i> <i>*TExES Patterns Quiz #1</i> <i>*Discussion #1</i>
Module 2 <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Instruction</li> <li>• Rights of Parents</li> <li>• Special Education</li> <li>• Documentation</li> </ul>	February 8	February 21 <i>*10 in 20 Quiz #2</i> <i>*10 in 20 Quiz #3</i> <i>*TExES Patterns Quiz #2</i> <i>*Application Quiz #1</i> <i>*Discussion #2</i>
Module 3 <ul style="list-style-type: none"> <li>• Student Discipline</li> <li>• Curbing Violence in Schools</li> <li>• Desegregation</li> <li>• Family Educational Rights &amp; Privacy Rights Act (FERPA)</li> <li>• Texas Public Information Act (TPIA)</li> <li>• Personnel</li> </ul>	February 22	March 7 <i>*10 in 20 Quiz #4</i> <i>*10 in 20 Quiz #5</i> <i>*TExES Patterns Quiz #3</i> <i>*Application Quiz #2</i> <i>*Discussion #3</i>
Mid-Term Exam <ul style="list-style-type: none"> <li>• Mid-Term Exam</li> </ul>	March 8	March 21 <i>*Mid-Term Exam</i>
Module 4 <ul style="list-style-type: none"> <li>• Sexual Harassment</li> <li>• First Amendment &amp; Teacher Rights</li> <li>• Fair Labor Standards Act (FLSA)</li> <li>• Divorced Parents</li> <li>• Child Protective Service</li> <li>• Police</li> <li>• UIL Booster Club Guidelines</li> <li>• UIL &amp; TEA Eligibility Guidelines</li> </ul>	March 22	April 4 <i>*10 in 20 Quiz #6</i> <i>*10 in 20 Quiz #7</i> <i>*TExES Patterns Quiz #4</i> <i>*Application Quiz #3</i> <i>*Discussion #4</i>

Module 5 <ul style="list-style-type: none"> <li>• Texas School Finance</li> <li>• Special Issues</li> <li>• Nutrition</li> <li>• Drug Testing</li> <li>• Legal Liability</li> <li>• Pinterest Board</li> </ul>	April 5	April 18 <ul style="list-style-type: none"> <li>*10 in 20 Quiz #8</li> <li>*TExES Patterns Quiz #5</li> <li>*Application Quiz #4</li> <li>*Discussion #5</li> <li>*Pinterest Board Pins</li> </ul>
Final Exam <ul style="list-style-type: none"> <li>• Final Exam</li> </ul>	April 19	May 1 <ul style="list-style-type: none"> <li>*Final Exam</li> </ul>

### **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 Spring 2021**. 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**

- A = 90% - 100% of points available (238 points to 265 points)
- B = 80% - 89% of points available (212 points to 237 points)
- 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 Spring 2021**. 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., Kemerer, F., and Maniotis, L. (2010). *The educator's guide to Texas school law* (7th, 8th, or 9th ed.). Austin, TX: University of Texas Press. (ISBN 978-0-292-76048-4)
- Optional (as a reference) – Kemerer, F. and Crain, J. (2011). *Texas documentation handbook* (5th ed. or 6th ed.). Austin, TX: Park Place Publications, L.P. (ISBN 1-4243-0680-9)

## **UNIVERSITY POLICIES**

### **Withdrawal Policy**

The last day to withdraw for the Fall Semester without penalty is **Monday, March 29, 2021**.

### **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, [here](#).

- 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](mailto:writingcenter@uttyler.edu), <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto: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/>

## **COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION**

### **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 21<sup>st</sup> Century through productive contributions to local and global communities and 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. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

## **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** [here](#).

Access the **Code of Ethics and Standard Practices for Texas Educators** [here](#).

**Appendix**  
**Mid-Term Exam**  
Scoring Rubric

<b>Dimension</b>	<b>Sophisticated</b>	<b>Competent</b>	<b>Needs Work</b>
Response	Response is clearly stated and connections to the question and position are clear and relevant. The underlying logic is explicit. <i>(Value: 4-5 points)</i>	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. <i>(Value: 2-3 points)</i>	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. <i>(Value: 0-1 points)</i>
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. <i>(Value: 4-5 points)</i>	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. <i>(Value: 2-3 points)</i>	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. <i>(Value: 0-1 points)</i>

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