

WAYLAND BAPTIST UNIVERSITY

SCHOOL OF Education

Plainview Campus

**WBU Mission Statement**: Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

## **COURSE NUMBER AND TITLE: EDAD 5332 – School Law**

**TERM AND DATES**:

Spring Term, February 25, 2019– May 18, 2019

Online Course: **Material presented at noon on Saturdays**

Opening Material presented on the first day that classes are offered.

**Note: Please check your Wayland email account DAILY, as this will be the means that I officially notify you of any changes in the syllabus or assignments.**

**INSTRUCTOR:**

Instructor: Dr. Tim Powers, Associate Professor of Education

Office: 801 North Quaker Ave., Lubbock, Texas 79416

Work Phone: (806) 742-9516

Cell Phone: (940) 631-1045

Email: tim.powers@wbu.edu

Office Hours: By Appointment

**Office Hours**:

You may email at any time using the email address listed above.

You may call my cell phone any time after 9:00 a.m. and before 9:00 p.m. If I do not answer, please leave a brief message and a return phone number if different than the one on which you are calling.

**Class Meeting Time**:

This is a virtual class. The expectation is that you are to check the Blackboard daily for information regarding assignments.

**CATALOG COURSE DESCRIPTION**:

State school law and Federal constitution and laws are examined to determine their impact on the operation and management of the individual campus and the school district.

**PREREQUISITES**:

None

**REQUIRED RESOURCE MATERIALS**: (Two Textbooks)

**Title:** The Educator’s guide to Texas School Law

**Author(s):** Walsh, Jim; Kemerer, Frank; and Maniotis, Laurie

**ISBN:** 978-0-292-76084-4

**Edition:** Eighth

**Publisher:** University of Texas Press

**Book Type:** Paperback

**Title:** Texas Documentation Handbook

**Author(s):** Kemerer, Frank; and Crain, John A.

**ISBN:** 1-4243-0680-9

**Edition:** Sixth

**Publisher:** Texas School Administrators Legal Digest

**Book Type:** Paperback

Access to WBU Learning Resources

[WBU Learning Resources Page](https://wbu.libguides.com/); John Elliott, email: [elliotj@wbu.edu](mailto:elliotj@wbu.edu)

**You must complete the student information page located in the Course Content in Blackboard™.  I use this form to invite you to be part of Remind 101 and I also use it to contact you by your personal phone, if necessary.  It must be turned in by Saturday, March 3nd, at noon to receive the full credit for completing the entire form.  Complete this form even if you have completed it for another course.  Points will be deducted for turning it in after Saturday at noon.**

**Optional Materials:** *This material is not required, but you are encouraged to purchase.*

Title: Texas School Law Bulletin

Authors: Texas Education Agency

ISBN: 978-0-7698-9456-0

Edition: 2014 Edition

Publisher: LexisNexis

Book Type: Paperback

**Course Outcome Competencies**

The candidate will be introduced to an overview of the Texas school law and the application of many of those laws as they are applied to public education. Students will be expected to develop a comprehension of those laws and be able to determine best course of actions based on the law and incidents involving administrative decisions.

## **DOMAIN I—SCHOOL CULTURE (School and Community Leadership)**

**Competency 001: The entry-level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).**

1. Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals **(Not taught in this course)**
2. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision **(Not taught in this course)**
3. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision **(Not taught in this course)**
4. Aligns financial, human, and material resources to support implementation of a campus vision and mission **(Not taught in this course)**
5. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision **(Not taught in this course)**
6. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture **(Not taught in this course)**
7. Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment **(Not taught in this course)**
8. Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture **(Not taught in this course)**
9. Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students **(Not taught in this course)**
10. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale **(Not taught in this course)**

**Competency 002: The entry-level principal knows how to work with stakeholders as key partners to support student learning.**

1. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision **(Not taught in this course)**
2. Implements strategies to ensure the development of collegial relationships and effective collaboration **(Not taught in this course)**
3. Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning **(Not taught in this course)**
4. Ensures that parents and other members of the community are an integral part of the campus culture **(Not taught in this course)**

## **DOMAIN II—LEADING LEARNING (Instructional Leadership/Teaching and Learning)**

**Competency 003: The entry-level principal knows how to collaboratively develop and implement high-quality instruction.**

1. Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research **(Not taught in this course)**
2. Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, development, social, and cultural needs **(Not taught in this course)**
3. Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment **(Not taught in this course)**
4. Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards **(Not taught in this course)**
5. Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning **(Not taught in this course)**

**Competency 004: The entry-level knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.**

1. Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction
2. Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors) **(Not taught in this course)**
3. Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement **(Not taught in this course)**
4. Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap
5. Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions **(Not taught in this course)**

## **DOMAIN III—HUMAN CAPITAL (Human Resource Management)**

**Competency 005: The entry-level principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.**

1. Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff
2. Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities
3. Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data **(Not taught in this course)**
4. Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources
5. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow **(Not taught in this course)**
6. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership

**Competency 006: The entry-level principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.**

1. Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes
2. Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school **(Not taught in this course)**
3. Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment
4. Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

## **DOMAIN IV—EXECUTIVE LEADERSHIP (Communication and Organizational Management)**

**Competency 007: The entry-level principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.**

1. Understands how to effectively communicate a message in different ways to meet the needs of various audiences
2. Develops and implements strategies for systematically communicating internally and externally
3. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies **(Not taught in this course)**
4. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals **(Not taught in this course)**

**Competency 008: The entry-level principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.**

1. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning **(Not taught in this course)**
2. Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making **(Not taught in this course)**
3. Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions **(Not taught in this course)**
4. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision **(Not taught in this course)**
5. Uses effective planning, time management, and organization of work to support attainment of school district and campus goals **(Not taught in this course)**

## **DOMAIN V—STRATEGIC OPERATIONS (Alignment and Resource Allocation)**

**Competency 009: The entry-level principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.**

1. Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school’s strategic plans **(Not taught in this course)**
2. Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes **(Not taught in this course)**
3. Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning **(Not taught in this course)**
4. Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment

**Competency 010: The entry-level principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.**

1. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment **(Not taught in this course)**
2. Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan
3. Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)
4. Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants
5. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)
6. Facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students **(Not taught in this course)**
7. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff
8. Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)

## **DOMAIN VI—ETHICS, EQUITY, AND DIVERSITY**

**Competency 011: The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.**

1. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)
2. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
3. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community
4. Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn **(Not taught in this course)**
5. Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)
6. Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs **(Not taught in this course)**
7. Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities

H. Articulates the importance of education in a free, democratic society

**Means for Assessing Student Achievement of the Outcome Competencies:**

**Student Participation in Class on Discussion Board**: Discussion Board questions will be posted at approximately 12:00 noon each Saturday. Since this is an online class, students are expected to participate in all class discussion board questions. A minimum **of three responses are expected to be given for each of the discussion board questions**. The first response should directly address the discussion question posted by the professor. At least two other responses are to be directed to the input given by other students in the class. Where applicable, each response should reference information from the textbook or other related research. Responses affirming others’ input such as “I agree” and “way to go” are not considered as one of the three required responses. You will be allowed to submit a response on each discussion until the discussion question is closed. The discussion question is typically closed at approximately **11:30 a.m. each Saturday**. (Please note: Your primary submission must be submitted no later than **noon each Wednesday**, to allow others the opportunity to respond to your initial submission. *Late submissions may result in the lowering of your Discussion Board grade*.)

**Weekly Assignments**: Weekly assignments will be posted at approximately noon each Saturday. These assignments will be based directly from the course textbook. Most of the weekly assignments will pose divergent questions with the expectation of the student to use the author’s research to reinforce your personal perspective on the questions posed. **The weekly assignments must be submitted through Blackboard™ prior to noon of the following Saturday**. On rare occasions, exceptions will be made if the professor is contacted prior to the next posted assignment.

**Final Exam**: Students will complete a final examination of the course material. The exam will be spiraled and comprehensive. The purpose of the final exam is for the student to demonstrate the competencies and learning objectives outlined in this syllabus. **Please read the due date for the final exam listed in the course syllabus and on the Blackboard.**

**ATTENDANCE POLICY**:

The university expects students to make class attendance a priority in the graduate program. Faculty members must provide a copy of attendance requirements within one week of the beginning of the academic term. Any student in a program for which an outside agency (such as the Veteran’s Administration) has stricter requirements, will be subject to those requirements. The registrar’s office or the external campus executive director/dean will provide each student affected a list of these regulations. Instructors will determine if an absence can be excused. For the purpose of this online course, the discussion board responses will be used as the indicator of class attendance. Students who fail to submit the three minimum acceptable responses, will be considered absent.

When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the registrar or the executive director/dean. Any student who misses 25% or more of the regularly scheduled class meetings may receive a grade of “F” in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy. Student appeals should be addressed, in writing to the external campus executive director/dean or to the executive vice president/provost.

**PLAGIARISM AND ACADEMIC DISHONESTY:**

**Plagiarism**

“Plagiarism — The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student.

When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references*, and, if verbatim statements are included, through use of quotation marks as well. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. *A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.*”

**Academic Honesty**:

University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work).

Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty see catalog for more information about academic dishonesty.

**Disability Statement**:

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at 806-291-3765. Documentation of a disability must accompany any request for accommodations. Students should inform the instructor of existing disabilities the first class meeting.

**Grading Criteria**:

Grades for courses shall be recorded by the symbols below:

| A 90-100 | Cr for Credit |
| --- | --- |
| B 80-89 | NCR No Credit |
| C 70-79 | I Incomplete\* |
| D 60-69 | W for withdrawal |
| F 59 & below | WP Withdrawal Passing |
| WF Withdrawal Failing | X No grade given |
| IP In Progress |  |

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded.

\*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the “I” is converted to the grade of “F.” An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog.

Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

**Tentative Schedule:**

**EG =** The Educator’s Guide to Texas School Law

**DH =** Texas Documentation Handbook

*The course professor reserves the right to amend this tentative calendar at any time.*

|  |  |  |
| --- | --- | --- |
| **Check Blackboard** | **Assignment Due** | **Assignments** |
| February 25th | March 2nd | **DH**: Read the Preface and Chapter 1  **EG:** Read the Preface and Chapter 1  Introduce Yourself on Discussion Board  **Student Information Sheet is Due** |
| March 2nd | March 9th | **DH:** Read Chapter 2  **EG:** Read Chapter 2  Assignment 1  Discussion Board 1 |
| March 9th | March 16th | **Spring Break (No Assignments are due)** |
| March 16th | March 23rd | **DH:** Read Chapter 3  **EG:** Read Chapter 3  Assignment 2  Discussion Board 2 |
| March 23rd | March 30th | **DH:** Read Chapter 4  **EG:** Read Chapter 4  Assignment 3  Discussion Board 3 |
| March 30th | April 6th | **DH:** Read Chapter 5  **EG:** Read Chapter 5  Assignment 4  Discussion Board 4 |
| April 6th | April 13th | **DH:** Read Chapter 6  **EG:** Read Chapter 6  Assignment 5  Discussion Board 5 |
| April 13th | April 20th | **EG:** Read Chapter 7  Assignment 6  Discussion Board 6 |
| April 20th | April 27th | **EG:** Read Chapter 8  Assignment 7  Discussion Board 7 |
| April 27th | May 4th | **EG:** Read Chapter 9  Assignment 8  Discussion Board 8 |
| May 4th | May 11th | **EG:** Read Chapter 10  Assignment 9  Discussion Board 9 |
| May 11th | May **16th** | \*Final Exam **(Due at noon on May 16th)** |
| **\*Your Final Exam will be available on Thursday, May 9th at 6:00 a.m. The Final Exam is due back to me via email no later than Thursday, May 16th at noon.** | | |

**INSTRUCTIONAL METHODS AND ACTIVITIES**

The delivery system for this course will consist of online discussion board questions and responses as well as the distribution of weekly assignments that will be expected to be submitted by the students at the appropriate time. Other sources such as but not limited to PowerPoints and audio submissions may be used during the term of the course as well.

**Evaluation Criteria:**

|  |  |
| --- | --- |
| **Student Tasks** | **Points/Percent** |
| Student Information Page | 5 |
| Discussion Board Participation | 30 |
| Weekly Assignments | 36 |
| Final Exam | 29 |
| TOTAL PERCENTAGE**/**POINTS | 100 |

**May God bless each of you!**