



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

SYLLABUS

EDLD 5309-110 LEGAL ISSUES IN SCHOOL LEADERSHIP

SUMMER 2021 SEMESTER
Texas A&M University-Central Texas

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Office Hours: As Needed

METHOD OF INSTRUCTIONAL DELIVERY

This course will use a face to face and an online delivery method through the TAMUCT Canvas Learning Management System (<https://tamuct.instructure.com>). Class will meet in the Yowell Conference Center on June 5th (1:00 – 4:00), June 26th (1:00 – 4:00), July 10th (9:00 – 12:00), and August 7th (9:00 – 12:00)

STUDENT-INSTRUCTOR INTERACTION

All course activities will be completed through the Canvas system. Any changes in the schedule will be announced on the announcement board and/or via email through the Canvas system, so be sure to check the Canvas course site and your class schedule regularly. The instructor is available by email or phone at any time should issues or questions arise. Face-to-face appointments may be scheduled by TAMUCT or Canvas email.

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://www.tamuct.edu/police/911cellular.html) [<https://www.tamuct.edu/police/911cellular.html>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

COURSE DESCRIPTION

The *purpose* of this course is to provide aspiring principals with the opportunity to study legal issues impacting the administration of prek-12 schools. The ethical application of legal principles found in relevant constitutional, statutory, administrative, and case law is used to determine operation, organization, and administration of prek-12 schools. Special emphasis is placed on the relationship of state and federal law.

Students will engage in reading, discussion and research concerning the following topics:

- Constitutional, Statutory, Administrative and Judicial Sources of Law
- Structure and Governance of the Texas School System
- Foundational/ Enrichment Programs and Accountability/Student Groups
- Special Education and Discipline (Chapter 37)
- Personnel Contracts and Grievances
- Expression and Student Rights
- Religion, Pledge, Prayer, Creation
- Privacy, Open Meetings Act, Drug Testing, Student Search
- Tort and Liability

COURSE OBJECTIVES

Student Learning Outcomes/Competencies

Upon successful completion of this course, the pre-service school leader will be able to:

- Research legal issues related to the public schools.
- Read and comprehend federal and state court cases.
- Analyze and discuss legal concepts related to the public schools.
- Apply legal concepts to the public school setting.
- Critically analyze public school activities for compliance with public school laws.
- Discuss the system of public school governance and its relation to the levels of courts.
- Demonstrate knowledge of students' and teachers' rights guaranteed by the First, Fourth, and Fourteenth Amendments.

Standards for Principal Certificate

Principal preparation programs are required by the State Board for Educator Certification (SBEC) to use the knowledge and skills base developed by SBEC in the development of program curricula and coursework. The six standards are (1) School Culture, (2) Leading Learning, (3) Human Capital (4) Executive Leadership, (5) Strategic Operations, and (6) Ethics, Equity, and Diversity. This course focuses specifically on and provides in-depth learning related to the following Texas standards:

- **CURRENT 19TAC 241.15 All standards with emphasis on B (1, 2, 5) and F (1, 2, 3, 5, 6, 7)** (attached to Canvas Course Information page)
- **NEW 19TAC 241.15 All standards** (attached to Canvas Course Information page)

In addition, the course will address the following state competencies and national standards:

- **TExES Competencies—all competencies** http://cms.texas-ets.org/files/1413/2949/6303/068_principal.pdf

- **Professional Standards for Educational Leaders—all standards**
<http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPB-EAFINAL.pdf>

REQUIRED READING/TEXTBOOKS/KNOWLEDGE BASE

This course utilizes the principles and concepts associated with initiating legal issues and law related to school leadership. The following are required textbooks. Specific reading assignments are outlined in this syllabus and posted on Canvas.

Kemerer, F. and Crain, J. (2016). *Texas Documentation Handbook: Appraisal, Nonrenewal, Termination* 6th ed. Austin, TX: Park Place Publications.

Walsh, J., Kemerer, F., and Maniotis, L. (2018). *The Educator's Guide to Texas School Law*, 9th ed. Austin, TX: University of Texas Press.

Patterson, Kerry, Grenny, McMillan, Switzler. *Crucial Conversations: Tools for Talking When Stakes are High*. 2nd ed. McGraw-Hill Education. 2012

COURSE REQUIREMENTS

CANVAS PARTICIPATION (20 Points) Students will participate in discussion sessions by answering questions, posing questions, making comments, and citing court cases relative to class discussions and assigned reading material. Due dates: weekly.

COURT CASE PRESENTATIONS (20 Points) Each student will prepare four presentations regarding key court cases impacting education. A handout developed by the student providing a summary of the court case is to be distributed to the instructor and the students. Due Date June 26th

TOPIC PRESENTATION (20 Points) Each student will prepare a presentation over a legal topic impacting education. The project will be evaluated on content, creativity, style, knowledge of material. A handout outlining the key elements of the topic should be provided to students and the instructor. Due Date July 10th

FINAL EXAM (20 Points) Each student will complete a final exam to be uploaded in Canvas. Due Date August 7th

MENTOR CONSULTATIONS/REFLECTIONS (10 Points) Principal mentors are in a pivotal position to guarantee the success of the School Leadership Candidate by providing coaching support in the school setting. One mentor consultation will be facilitated by the student: set agendas, set meeting times and locations, interview principals, and write reflections. A Mentor Consultation Record/Reflections template is provided on Canvas.

FIT2LEAD CONTINUOUS IMPROVEMENT ANALYSIS & PLANNING (10 Points)

Beginning in EDLD 5300, each student in the program will complete an ongoing analysis of personal strengths and challenges related to the state-identified school leadership standards and skills (19TAC §241.15). Utilizing the reflective FIT2LEAD format, students will share their own “read” and that of their mentor principal as well as other colleagues related to the state principal standards studied during the semester. Additionally, the student, the mentor, and any other colleagues will assess discreet leadership skills using the *SCHOOL LEADERSHIP COMPETENCY INVENTORY*. Students will complete all sections of the FIT2LEAD CONTINUOUS IMPROVEMENT ANALYSIS & PLANNING template: FeedBack, FeedForward, and GrowForward.

GRADING CRITERIA RUBRIC AND CONVERSION

The instructor will determine grades for the course assignments and assessments through the use the assignment criteria and assessment rubrics outlined in this syllabus. Rubrics may be found on the next page. **In no case should materials be those submitted for another course.** A grade of Incomplete (I) will not be given except in extremely unusual cases. *You must attend all class sessions AND complete and submit all assignments to be eligible for an A in the course.* A grade of C may result in retaking the course. Point system may be revised if necessary to accommodate unexpected changes in course schedule. The instructor reserves the right to amend the syllabus at any time.

- Canvas discussion participation (20 points) Pose 2 questions, respond to 2 questions
- Four Court Case Presentations (5 x 4 = 20 points)
- Topic Presentation (20 points)
- Final Exam (20 points)
- Mentor Reflections (10 pts)
- Fit2Lead Continuous Improvement Analysis & Planning (10 pts)
- OPTIONAL Assignment (Not Required) – Attend the virtual Law Conference

POSTING OF GRADES

Grades will be posted using the Grade Center tool on the course Canvas site. These grades can be viewed throughout the semester and are intended to help you monitor your standing in the course. The grades posted in the Canvas grade book are the unofficial grades. The official grade is at the discretion of the instructor. Official final grades are posted through Banner and the registrar's office.

COLLABORATIVE PARTICIPATION ASSESSMENT RUBRIC

Dimensions	5	4	3	2	1	0
Dimension 1: Engagement	Present, prompt, and prepared; consistently participates by developing ideas and posing questions from a comprehensive and reflective perspective		Present, generally prompt and prepared; frequently participates by offering ideas and asking questions from a more inclusive perspective		Non-attendance and/or pattern of tardiness and/or lack of preparation; participates infrequently with contributions offered from a narrowly focused perspective; may demonstrate off-task behavior	
Dimension 2: Summary	Consistently demonstrates an organized, succinct, and polished synthesis of major themes & concepts		Generally demonstrates an organized and logical examination of major themes and concepts		Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth	
Dimension 3: Connections/ Critique	Unique and insightful connections and critique linking major themes/c concepts, prior learning, current research and the field of practice		Generally offers clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice		Offers infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice	
Dimension 4: Mechanics/ Communication Skills	Consistently uses professional language and correct grammar when speaking; consistently listens actively while others speak; consistently seeks feedback to ensure understanding is achieved during course activity		Generally uses professional language and correct grammar when speaking; generally listens actively while others speak; frequently seeks feedback to ensure understanding is achieved during course activity		Seldom uses professional language and/or correct grammar when speaking; rarely listens actively while others speak; seldom seeks feedback to ensure understanding is achieved during course activity	

WRITTEN PRODUCT ASSESSMENT RUBRIC

Dimensions	5	4	3	2	1	0
Dimension 1: Engagement	Interesting and inviting introduction, coherent sequence/transition of ideas, and thoughtful conclusion		Introduction, body, and conclusion provide logical flow of ideas that engages reader		Product lacks structure and coherence to engage reader in a meaningful flow of ideas	
Dimension 2: Summary	Consistently demonstrates an organized, succinct, and polished synthesis of major themes & concepts		Generally demonstrates an organized and logical examination of major themes and concepts		Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth	
Dimension 3: Connections/ Critique	Unique and insightful connections and critique linking major themes/ concepts, prior learning, current research and the field of practice		Clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice		Infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice	
Dimension 4: Mechanics/ APA Format	Mechanically sound and follows APA format with less than two errors (mechanical or formatting)		Mechanically sound and follows APA format, with two to three errors (mechanical or formatting)		Not mechanically sound; four or more mechanical and/or formatting errors	

CLASS PRESENTATION ASSESSMENT RUBRIC

Dimensions	5	4	3	2	1	0
Dimension 1: Engagement	Interesting and inviting introduction, coherent sequence/transition of ideas, and thoughtful conclusion		Introduction, body, and conclusion provide logical flow of ideas that engages audience		Product lacks structure and coherence to engage reader in a meaningful flow of ideas	
Dimension 2: Summary	Consistently demonstrates an organized, succinct, and polished synthesis of major themes & concepts		Generally demonstrates an organized and logical examination of major themes and concepts		Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth	
Dimension 3: Connections/ Critique	Unique and insightful connections and critique linking major themes/concepts, prior learning, current research and the field of practice		Clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice		Infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice	
Dimension 4: Mechanics/ Communication Skills	Establishes and maintains an open, thoughtful, and facilitative relationship with the audience; speaks with appropriate modulation, pace, and volume; no grammatical or pronunciation errors		Establishes and maintains an instructional relationship with the audience; speaks clearly; two or fewer errors in grammar and/or pronunciation		Minimal or no connection with the audience; lacks clarity in speaking; three or more errors in grammar and/or pronunciation.	

Pacing Calendar

Date	Activity	Assignment	Due Date
Week 1 6/1-6/5	School Law Book Ch – 1 & 2	Canvas Participation	June 5
Week 2 6/7-6/12	School Law Book Ch – 3 & 4	Canvas Participation	June 12
Week 3 6/14-6/19	School Law Book Ch – 5 & 6	Canvas Participation	June 19
Week 4 6/21-6/26	School Law Book Ch – 7 & 8	Canvas Participation Court Cases (20 pts)	June 26
Week 5 6/28-7/3	School Law Book Ch – 9 & 10	Canvas Participation	July 3
Week 6 7/5-7/10	Documentation Ch – 1 & 2	Canvas Participation Topic Presentation (20pts)	July 10
Week 7 7/12-7/17	Documentation Ch – 3 & 4	Canvas Participation	July 17
Week 8 7/19-7/24	Documentation Ch – 5 & 6	Canvas Participation	July 24
Week 9 7/26-7/31	Crucial Conversations	Canvas Participation (20pts)	July 31
Week 10 8/2-8/7	Final Exam	Final Exam (20 pts) Mentor Reflection (10pts) Fit2Lead (10 pts)	August 7



Jason Mayo was born and raised in Killeen, Texas. He attended public schools in the Killeen Independent School District. Jason is a professional educator with 19 years of experience, including nine years as a principal, and 4 years as an assistant principal, with administrative experience at all three levels – elementary, middle, and high school. Jason has also served as an Adjunct Professor at the University of Mary Hardin-Baylor since 2015. Jason is married to Audrey, who is an elementary school teacher in Killeen ISD. They are the proud parents of two children, Jase and Sydney ages twelve and nine.

TECHNOLOGY REQUIREMENTS AND SUPPORT

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Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. Log on to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the “@” in your MyCT e-mail address)

Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas Support Line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

For log-in problems, students should contact the Help Desk Central. 24 hours a day, 7 days a week:

E-mail: helpdesk@tamu.edu

Phone: (254) 519-5466

Web Chat: <http://hdc.tamu.edu>

DROP POLICY

If you discover that you need to drop this class, you must complete a Drop Request Form [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

ACADEMIC INTEGRITY

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct.

Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

ACADEMIC ACCOMMODATIONS

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion webpage [<https://www.tamuct.edu/student-affairs/access-inclusion.html>].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at 254-501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

TUTORING

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

University Writing Center

University Writing Center: The University Writing Center (UWC) at Texas A&M University-Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Spring 2021 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-4:00 p.m. Monday thru Thursday with satellite hours Monday thru

Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WConline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

UNIVERSITY LIBRARY

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [https://tamuct.libguides.com/].

INSTRUCTOR POLICIES

Student Created Content: All content submitted to the course for credit must be the student's own creation. Students must write or paraphrase and properly cite all content submitted to discussion boards, wikis, reflections, grant projects, and essays. Students should paraphrase all information and provide the appropriate citations. Be sure to cite correctly any direct quotes.

APA Style: All text and citations submitted for course credit must follow the guidelines of the *Publication Manual of the American Psychological Association (6th ed.)*.

OPERATION OF ONLINE INSTRUCTION

Carefully examine the Course Calendar. Students should have ALL assignments submitted before the deadline. Students should begin each assignment in a timely way to be able to seek the professor's assistance and submit accurate assignments well before the deadline.

A NOTE ABOUT SEXUAL VIOLENCE AT A&M-CENTRAL TEXAS

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the Title IX webpage [<https://www.tamuct.edu/departments/compliance/titleix.php>].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [<https://www.tamuct.edu/student-affairs/bat.html>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

Copyright Notice.

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