



## MIDWESTERN STATE UNIVERSITY

A Member of the Texas Tech University System

Course Syllabus  
EDLE 5623 School Law and Personnel X20  
West College of Education  
Spring 2025, Jan 21-March 21

### Contact Information

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### Instructor Response Policy

The instructor will respond to the email within 24 hours. I do not look at D2L every day. If you need a quick response, email the address above.

### Textbook & Instructional Materials

#### Required:

Childress, J., & James, R.A. (2023). Texas documentation handbook: Appraisal, nonrenewal, termination (6<sup>th</sup> ed.). Texas School Administrators' Legal Digest. ISBN: 978-0-9852527-5-

Walsh, J., & Orman, S. (2022). *The educator's guide to Texas school law* (10th ed.). The University of Texas Press. ISBN: 9781477324721

### Course Description

A study of the rights and responsibilities of teachers, students, and laws related to special education, school governance, staff discipline, and dismissal. In addition, the course will cover the major laws and court decisions that have shaped the operation of schools today.

Student Learning Objectives After this course, students will:

1. Understand local, state, and federal laws.
2. Recognize key education-related provisions of the U.S. Constitution, federal statutes, Texas Constitution and statutes, including provisions of the Texas Education Code.
3. Learn key court rulings that establish school law parameters at the campus level.
4. Understand how Board policies and administrative regulations/directives translate the law

into real work requirements and application.

5. Develop a rudimentary knowledge of basic legal terminology and the court system so administrators can decipher legal materials and effectively participate in basic school law related discussions, workshops, and conferences.

#### Course Standards and Examination Domains/Competencies

All Midwestern State University Education Leadership courses are developed according to the TAC Principal Standards §241.15. These standards frame the required course knowledge and skills to develop the competencies required for highly effective instructional leaders in today's schools.

#### **Texas Administrative Code (TAC) Chapter 241, RULE §241.15** (Link: [TAC Chapter 241. Principal Certificate](#))

EDLE Competency 006: ***\*Invest and manage time to prioritize the development, support, and supervision of the staff to maximize student outcomes.***

EDLE Competency 006: ***\*Create leadership opportunities, define roles, and delegate responsibilities to effective staff and administrators to support campus goal attainment.***

EDLE Competency 006: ***\*Implement effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff.***

EDLE Competency 010: ***\*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).***

EDLE Competency 011: *Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247).*

EDLE Competency 011: *Models and promotes the highest standard of conduct, ethical principles, and integrity in decision-making, actions, and behaviors.*

EDLE Competency 011: ***\*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.***

Note: Asterisk and bolded standards represent critical knowledge and skills required for school leadership; thereby, will be assessed more frequently on Principal as Instructional Leader TExES 268.

#### **Texas Administrative Code (TAC) Chapter 228, RULE §228.30 Educator Preparation Curriculum** (Link: [TAC Chapter 228, Rule 228.30](#))

Code of Ethics- §228.30 (1) the code of ethics and standard practices for Texas educators, pursuant to

Chapter 247 of this title (relating to Educators' Code of Ethics), which include:

- (A) professional ethical conduct, practices, and performance;
- (B) ethical conduct toward professional colleagues; and
- (C) ethical conduct toward students;

Appropriate Boundaries- §228.30 (7) appropriate relationships, boundaries, and communications between educators and students;

### **Texas Administrative Code (TAC) Chapter 149, Rule §149.2001**

(Link: [TAC Chapter 149. Principal Standards](#))

The skills and competencies captured in the Texas administrator standards as indicated in 19 TAC Chapter 149, Subchapter BB.

#### **National Educational Leadership Preparation Standards NELP 2.2:**

*Understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.*

*NELP 5.3: Understand and demonstrate the capacity to communicate*

*through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.*

*NELP 6.3: Reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being. NELP 7.1: Collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.*

*NELP 7.2: Engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.*

See Appendix A for a complete list of standards, competencies, and other expectations.

### **Attendance**

This is an online course so attendance is not part of the requirement. However, the course is challenging. If you do not stay on top of the reading, you will quickly get left behind.

General guidelines for time commitment are as follows.

2-3 hours per hour of course credit for class preparation (reading)

1 hour per hour of course credit for course engagement (course engagement, watching videos, discussion etc..)

This means for a 3 hour course you should expect to devote 10-12 hours per week. This does not include time spent working on the literature review.

Note – This is an 8-week course. This does not mean content has been redacted from the 15 week version; it has been compressed.

## Assignments

### Key Assessment: Human Resources Hiring Plan and Case Studies

As you lead the people in your school, you must be aware of legal considerations in human resource management. You will create a Human Resources Legal Plan to demonstrate your understanding in this area.

You will search the Texas Administrative Code for the issues of hiring, teacher induction, teacher discipline, and teacher dismissal. For each of the four issues, you will then describe the policies and procedures you will follow and/or implement to ensure adherence to the law in these areas. As you think about policies and procedures, consult with your principal or district HR personnel to see what is already in place. Do not just list policies and procedures. Please describe how you would implement them.

**Quizzes:** Each of the seven *Quizzes* consists of true-false, fill-in-the-blank, multiple-answer, multiple-choice formatted questions to ensure prompt recall of basic school law facts and concepts. Although the quizzes are timed, you may take the quiz within a window of opportunity that best fits your needs. The exams are open source BUT, do not assume you have unlimited time to flip through resources. The clock will tick quickly.

### Assessment and Assignment Points/Grades

Assessment Type	Points each	Points Total	Percent of Grade
Quiz	100	700	70%
Key Assessment	300	300	30%
		1000	

**A = 900-1000**

**B = 800-899**

**C = 700-799**

**D = 600-699**

**F = 0-599**

### Instructor Drop

An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or disruptive conduct. The instructor must give the student a verbal or written warning before dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either W or F through the first 8 weeks of a long semester, the first 6 weeks of a 10-week summer term, or the 11th class day of a 4 or 5- week summer term consisting of 20 days. After these periods, the grade will be an F. The official drop date is the date the instructor drop form is received in the Office of the Registrar.

### Expectations for Written Work

- Correct grammar, punctuation, and spelling are expected on all written assignments (although web discussions are not held to the high standard of a research project or other written assignment). APA style should be followed.
  - All written work should be completed in a professional style. Correct spelling and grammar are essential writing skills you must know well because your students will learn from you. Therefore, all written assignments will have 10%-20% of the grade based on spelling and grammar. Expectations are for quality work.
  - Written assignments should be done in Microsoft Word and turned in as an attachment on D2L.
  - Discussions should be completed within the D2L discussion space and not uploaded as an attachment (unless defined by specific directions).
  - When referring to the ideas of others, works should be cited using the APA format.

### **Adhering to Professional Ethics**

When using professional sources in your writing, please cite sources you have used or ideas you have adapted when completing assignments. Use of copyrighted materials must adhere to legal and ethical guidelines. If part of an assignment is submitted for credit in more than one course, both professors must pre-approve this dual credit and the dual use should be referenced clearly on both assignments.

### **Submission of Assignments**

All assignments must be submitted to the assignment page for this course in D2L or assigned third party software. A minimum of 5 points will be deducted for assignments not submitted through D2L or the assigned third party software.

### **Student Handbook**

Refer to: [Student Handbook-2023-24](#)

### **Academic Misconduct Policy & Procedures**

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. [Office of Student Conduct](#)

### **AI / Chat GPT**

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism.

You may type a question into ChatGPT, you may not copy and paste its response, and turn it in as your own. If you use ChatGPT, you must disclose this somewhere in your assignment. If you use ChatGPT or any AI, please use it in ways that are ethical, accurate, and useful.

## **Extra Credit**

Not available

## **Late Work**

Late work is not accepted for any reason. A due date may be extended depending on coverage of material, but once the due date is set, no assignments will be accepted beyond that point

## **Important Dates**

Last day for term schedule changes: Jan 19, 2024

Deadline to file for graduation: May graduation Feb 12, 2024

Last Day to drop with a grade of “W”: April 24, 2024 Refer to:

[Drops, Withdrawals & Void](#)

## **Desire-to-Learn (D2L)**

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

## **Online Computer Requirements**

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class.

***\*Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the building as well as the Academic Success Center. Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however, they are able to help you get connected to our online services. For help, log into [D2L](#).

## **Change of Schedule**

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

## **Refund and Repayment Policy**

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made

available upon request).

### **Services for Students with Disabilities**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

### **College Policies**

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

### **Smoking/Tobacco Policy**

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

### **Alcohol and Drug Policy**

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, Midwestern State students and employees are informed that strictly enforced policies prohibit the unlawful possession, use, or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state, and federal law for any offenses involving illicit drugs on university property or during university-sponsored activities.

### **Grade Appeal Process**

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

### **Notice**

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

## Course Schedule

Module	Module and Content	Date	Reading	Assignments
1	<ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• Structure and Governance</li> <li>• Liability</li> </ul>	Jan 21-26	Walsh Chapters 1 and 10	Quiz 1
2	<ul style="list-style-type: none"> <li>• Accountability and Instructional Program</li> </ul>	Jan 27-Feb 2	Walsh Chapter 2	Quiz 2
3	<ul style="list-style-type: none"> <li>• Employment</li> <li>• Personnel Issues</li> </ul>	Feb 3-Feb 16	Walsh Chapter 6 and 7; The Kemerer; Documentation Handbook	Quiz 3
4	<ul style="list-style-type: none"> <li>• Student Issues</li> </ul>	Feb 17-Feb 23	Walsh Chapter 3	Quiz 4
5	<ul style="list-style-type: none"> <li>• Safety and Discipline</li> </ul>	Feb 24-March 2	Walsh Chapter 9	Quiz 5
6	<ul style="list-style-type: none"> <li>• Students with Special Needs</li> <li>• Parent Rights</li> </ul>	March 3-March 9	Walsh Chapters 4 and 5	Quiz 6
7	<ul style="list-style-type: none"> <li>• Religion</li> </ul>	March 10-March 16	Walsh Chapter 8	Quiz 7
Wrap up		March 17-21		Key Assessment

### References/Scientifically-Based Research/Additional Readings:

Kemerer, F., & Crain, J (2016). Texas documentation handbook: Appraisal, nonrenewal, termination (6th ed.). Texas School Administrators' Legal Digest.

NPBEA. (2018). National Educational Leadership Preparation (NELP) Program Standards - Building Level. Retrieved from: Article.

Texas Education Agency. (2020). TExES Preparation Manual. Retrieved January 8, 2022, from Article.

Texas Education Agency. (2018). Chapter 241. Certification as Principal. Retrieved January 8, 2022, from Article.

Walsh, J., Kemerer, F., & Maniotis, L. (2018). The educator's guide to Texas school law (9th ed.). The University of Texas Press. ISBN: 978-0- 9852527-5-5



Appendix A: Standards/Competencies

<p><b>Course Objectives or Student Learning Outcomes</b></p>	<p><b>Standard or Competency</b></p>
<p>1. Students will gain an understanding of how local, state, and federal laws impact education.</p>	<p>EDLE Competency 010: <i>*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).</i></p> <p>NELP 6.3: <i>Reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.</i></p> <p>TAC §228.30 (1) <i>the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics), which include:</i></p> <ul style="list-style-type: none"> <li><i>(A) professional ethical conduct, practices, and performance;</i></li> <li><i>(B) ethical conduct toward professional colleagues; and</i></li> <li><i>(C) ethical conduct toward students;</i></li> </ul> <p>TAC §228.30 (7) <i>appropriate relationships, boundaries, and communications between educators and students;</i></p>
<p>2. Students will recognize key education-related provisions of the U.S. Constitution, federal statutes, Texas Constitution and statutes, including provisions of the Texas Education Code.</p>	<p>EDLE Competency 010: <i>*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).</i></p> <p>EDLE Competency 011: <i>*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.</i></p> <p>NELP 2.2: <i>Understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.</i></p>
<p>3. Students will identify key court rulings that establish school law parameters at the campus level.</p>	<p>EDLE Competency 010: <i>*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).</i></p> <p>EDLE Competency 011: <i>*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.</i></p>

<p>4. Students will understand how Board policies and administrative regulations/directives translate the law into real work requirements and application.</p>	<p>EDLE Competency 006: <i>*Invest and manage time to prioritize the development, support, and supervision of the staff to maximize student outcomes.</i></p> <p>EDLE Competency 006: <i>*Create leadership opportunities, define roles, and delegate responsibilities to effective staff and administrators to support campus goal attainment.</i></p> <p>EDLE Competency 006: <i>*Implement effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff.</i></p> <p>EDLE Competency 011: <i>Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247).</i></p> <p><b>NELP 6.3: Reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.</b></p> <p>NELP 7.1: <i>Collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.</i></p> <p>NELP 7.2: <i>Engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.</i></p>
<p>5. Students will develop a rudimentary knowledge of basic legal terminology and the court system to decipher legal materials and effectively participate in basic school law related discussions, workshops, and conferences.</p>	<p>EDLE Competency 010: <i>*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).</i></p> <p>EDLE Competency 011: <i>*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.</i></p> <p>NELP 2.2: <i>Understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.</i></p> <p>NELP 5.3: <i>Understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.</i> NELP 6.3: <i>Reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.</i></p>

Appendix B: Assignment Standard Alignment

<b>Assignment/Module/ Course Activities</b>	<b>Course Objectives</b>	<b>Standard or Competency</b>
Discussions	1, 2, 3, 4, 5	EDLE Competency 010, 011 NELP 2.2, 5.3, 6.3 Code of Ethics- §228.30 (1) Appropriate Boundaries- §228.30 (7)
Quizzes	1, 2, 3, 4, 5	EDLE Competency 010, 011, 011, 011 NELP 6.3
TExES Patterns Quizzes	1, 2, 3, 4, 5	EDLE Competency 010, 011, 011, 011 NELP 6.3
Human Resources Legal Plan	1, 2, 4	EDLE Competency 006, 006, 006, 011 NELP 2.2, 7.1, 7.2