



**EDAD 526: USING THE LAW IN EDUCATION PRACTICE**  
**COURSE SYLLABUS**  
**Summer II 2025**  
**(July 7-August 7)**

**INSTRUCTOR INFORMATION**

Instructor: Dr. Mack T. Hines III  
Office Location: Ed. Young North  
Office Hours Online-In Accordance to Student Needs  
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University Email Address: mack.hines@etamu.edu  
Preferred Form of Communication: Email  
Communication Response Time: 24 hours

## **COURSE INFORMATION**

### **Textbooks, Readings, Supplementary Readings**

- Walsh, J., & Maniotis, L. & Kemerer, F. (2018). *The educator's guide to Texas school law* (9<sup>th</sup> Ed. ). Austin, Texas: University of Texas Press.
- American Psychological Association. (2019). *Publishing manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

### **Course Description**

This course is designed to provide a comprehensive review of the law and jurisprudence that governs public (and private) education in the United States. Topics will include an analysis of Education as a fundamental right and as a unique governmental function of the Federal and state governments; the constitutional powers, prerogatives and limitations that these governmental entities have for carrying out public education and regulate the private sector; and the rights and duties of parents, students, teachers and administrators inside and outside the schools. Special attention will be given to the various roles Law has played and continues to play as an agent of social change and in shaping educational policy and practice in the United States.

### **Student Learning Outcomes**

1. Demonstrate familiarity with terminology in the field of law as it applies to education.
2. Articulate an understanding of basic legal concepts through examination and discussion of relevant court cases.
3. Demonstrate critical analysis by differentiating factual and evidentiary data.
4. Comprehend and utilize basic legal tests applied by the judiciary in their application to factual situations and cases.
5. Gain an awareness of major legal resources and demonstrate the ability to use those resources.
6. Gain an in-depth understanding of landmark cases in various areas of school law.

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## **Texas Administrative Code Chapter 241**

### **Rule TAC 241.15\***

#### **(d) Human Capital. The principal:**

- (1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;
- (2) ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with evidence-based appraisal rubrics, where applicable;
- (3) uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff;
- (4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;
- (5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;
- (6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team;
- (7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information;
- (8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources;
- (9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff; and
- (10) plans for and adopts early hiring practices.

#### **(f) Strategic Operations. The principal:**

- (1) assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus's strategic plan;

- (2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes;
- (3) allocates resources effectively (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and works to access additional resources as needed to support learning;
- (4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness;
- (5) implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;
- (6) implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;
- (7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;
- (8) collaboratively plans and effectively manages the campus budget;
- (9) uses technology to enhance school management;
- (10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs; and
- (11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff.

## **Program Principal Standards (268 Exam)**

### **DOMAIN V — STRATEGIC OPERATIONS (Alignment and Resource Allocation) Competency 009**

**The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.**

- A. \*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
- B. \*Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes
- C. \*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
- D. Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment

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**The beginning 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.**

- A. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment
- B. \*Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan
- C. \*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)
- D. \*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
- E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)
- F. Facilitates the effective coordination of campus curricular, cocurricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students
- G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff
- H. \*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 III — Human Capital (Human Resource Management)**

#### **Competency 005**

**The beginning principal knows how to provide feedback, coaching and professional development to staff through evaluation and supervision, knows how to reflect on his/her won practice, and strives to grow professionally.**

- A. \*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
- B. \*Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities
- C. \*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
- D. \*Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources
- E. Engages in ongoing and meaningful professional growth activities, reflects

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on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow

F. 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 beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.**

A. \*Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes

B. \*Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school

C. \*Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment

D. \*Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

Students should be proficient in MS Word, Excel and PowerPoint.

### **Instructional Methods**

This is a fully online course. It is instructor led with a course schedule. The course content is presented in learning modules in My Leo Online. Each module contains instructions, and the course schedule outlines the due dates. In each module, you will work on various combinations of assignments, activities, discussions, readings, research, etc., which will be made available to you on the first day of the Module and will close on the last day of the module. The course learning outcomes and content are aligned with the principal standards and competencies. Evaluation will be based on all standards based assignments and modules completed. Assigned points will be awarded to each assignment, discussions, and other projects completed. The final course grade will be determined by the total points earned. Assignments are designed to be learning experiences for students, and it is expected all students actively will participate in the class through discussion boards, completion of assignments and special projects.

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## GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Your final course grade consists of the following:

Activity	Percentage
Menu Activities 1A-1C	10%
Menu Activities 2A-2C	10%
Required Activity Individual Discussion Board Statements	10%
Required Activity Preparation of Joint Statement	10%
Required Activity Posting of Joint Statement	10%
Individual Response to Other Joint Statement(s)	10%
Required Activity Current Events Analysis	10%
Required Activity The Debate	10%
Final Exam	20%

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## **Explanation of Activities**

The class consists of required activities, menu activities, and a final exam.

**Required Activities**-All students will complete these activities. The module will consist of a detailed description of the activities. You will follow the steps for completing the activities. You will then submit the activity to me for review.

**Menu Activities**-Some modules will consist of a menu of activities. You will review each activity. You will then select and complete only one of the activities. You will then submit the activity to me for review.

**Final Exam**-At the end of the course, you will complete a final exam. The exam will measure your comprehension of information from course activities. You will then submit the exam to me for review.



# TECHNOLOGY REQUIREMENTS

## LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@etamu.edu](mailto:helpdesk@etamu.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a ETAMU campus open computer lab, etc.

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## **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact the instructor, Dr. Mack Hines by email at [mack.hines@etamu.edu](mailto:mack.hines@etamu.edu). Please allow a 2-day response time.

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### **Interaction with Instructor Statement**

The best way to contact your instructor is through University email. While a cell phone number is provided, please be sensitive of reasonable call times. It is best to agree to a call time by email first. The instructor generally responds to emails within 24 hours depending upon the circumstances of the day.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

Our program courses do not accept late work. If faced with a serious life issue, please contact your professor for options.

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### **University Specific Procedures**

#### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).  
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

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Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

### **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### **Office of Student Disability Resources and Services**

**East**Texas A&M University

Velma K Waters Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@etamu.edu](mailto:studentdisabilityservices@etamu.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

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East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M. Report violations to the University Police Department at 903- 886-5868 or 9-1-1.

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