UNIVERSITY OF NORTH TEXAS®

UNT® | COLLEGE OF EDUCATION
Department of Teacher
Education & Administration

EDLE 5390 Campus-Level School Law
Spring 2020 Syllabus
Monday, June 1 to Friday, July 24
R. Jefferson George, PhD Instructor

*During this course, we will meet online via Zoom for 1 hour each Wednesday in Weeks 1-7. We will meet from 5:30 pm to 6:30 pm to create connections, ensure understanding of the weekly topic and discuss current events related to the topic of the week. Zoom link can be found on the Left Menu Bar.

EDUCATIONAL LEADERSHIP PROGRAM

Core Values and Beliefs

Graduates will have the knowledge, skills, and motivation to accomplish the following:
> **L**ead learning organizations
> **E**ngage ethically with the community
> **A**dvocate for diversity, equity and inclusion
> **D**evelop theory to practice solutions

TEACHING PHILOSOPHY
This course requires a strong commitment to reading the material prior to participation in discussions, activities, and group projects. It is important to begin each reading assignment as early as possible during each weekly module. You will need to participate frequently and actively in the discussions of each module. I will not respond to each individual discussion post or response, rather, I will guide your learning through comments and questions to you individually or to the group. We will meet weekly in Zoom to ensure understanding.

REQUIRED TEXTS

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

American Psychological Association, (2009). Publication manual of the American
    Psychological Association (7th Ed.). Washington, DC: Author.

COURSE PREREQUISITES OR OTHER RESTRICTIONS

No specific prerequisites are required.

COURSE DESCRIPTION

This course provides an introduction to important constitutional, statutory, administrative, and judicial law issues as they pertain to everyday operation of schools. School leaders will learn the legal framework within which education takes place, and how that framework structures the decisions made by campus leaders. Primary emphasis is placed on legal issues facing building- level leaders, with the goal of helping to recognize potential legal problems might arise in the school and the need to take appropriate action or seek legal advice.

- This course is completely online, with no face-to-face classroom meetings.
- Most weeks will be devoted to discussing assigned readings.
- PowerPoint presentations summarize the material and examine new developments.
- *Law Review and Notes* documents will provide additional guidance in reviewing the material and will provide weekly assignments that students will complete individually.
- References to outside readings will highlight current issues presented by experts in the field.
- Individual presentations by lawyers and administrators will be featured each week.

COURSE LEARNING OBJECTIVES

After completing this course, you will be able to:
1. Discuss the federal and state legal structure within which schools operate.
2. Identify key education-related provisions of the U.S. Constitution and federal statutes, state constitution and statutes, and administrative regulations.
3. Define and describe the key court rulings that establish school law parameters at the campus level.
4. Analyze how board policies and administrative regulations/directives translate the law into on-the-job requirements.
5. Acquire online resources to remain current in changes in the law.
6. Develop a basic legal terminology to decipher materials and participate in law-related discussions.

TEXAS PRINCIPAL COMPETENCIES

Texas Principal Standards

In August 2016, the Texas legislature adopted new Principal Standards, and these new standards are requirements for the evaluation of practicing principals and are to guide principal preparation programs. See a link to these standards in the Week 1 *Advising* page.

Texas Principal as Instructional Leader Domains and Competencies

To achieve Texas Principal as Instructional Leader Certification, you will need to pass the Texas Examination of Educator Standards (TExES) for Principals. This test is aligned with the Principal standards mentioned above and the six Domains and 11 Competencies that guide Principal Preparation Programs. This course, Campus Level Educational Law, focuses mostly on **Domain V, Competency 010 and Domain VII, Competency 011.** Each of the competencies has descriptive statements. The competencies and accompanying descriptive statements provide the **Learning Outcomes** of the Course. You can see a complete list of the Domains and Competencies in the Week 1 module of the course in the page *Advising Information and Standards.*

DOMAIN V—STRATEGIC OPERATIONS (Alignment and Resource Allocation)

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.

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 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..

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

B.   Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors

C.   *Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community

D.   *Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn

E.   *Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)

F.   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

G.   *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

This course also addresses parts of other competencies. You can find a list of all 11 Texas Principal Competencies (TPC) by going to the TEA link for the Preparation Manual for the Principal as Instructional Leader (268) and looking at the domains and competencies on pages 10-16.

This course also addresses standards of national accrediting agencies for Educational Leadership programs.

Professional Standards for Educational Leaders 2015, adopted by the National Policy Board for Educational Administration (NPBEA) December 2015

Our Educational Leadership program promotes mastery of the ten Educational Leadership Policy Standards. The above link will provide access to the full listing of the 10 Professional Standards for Educational Leaders (2015). In this course, we will consider the Professional Standards listed below from Standard(s) 9.

Standard 9. Operations and Management
Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Effective leaders:
a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.

c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

d) Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.

e) Protect teachers' and other staff members' work and learning from disruption.

f) Employ technology to improve the quality and efficiency of operations and management.

g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

j) Develop and manage productive relationships with the central office and school board.

k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

COMMUNICATIONS AND COURSE INFORMATION

Assignment-Clarification Questions

Information about the communication tools in the course and how they will be used include these key types:

- For all course-related questions, please read this syllabus carefully before seeking assistance.

- For assignment clarification questions, see the link on the course Home page for the *Ask Questions Here* discussion, also visible from *Assignments* from the course menu.

- Use your *Inbox* from the dark-gray menu on the far left for all private communications with your professor.

Course Announcements

Please check the course *Announcements* at the top of the course *Home* page each day for weekly news and reminders, breaking news, and reports of syllabus changes. Announcements are also auto-emailed to your UNT email account.

Syllabus

You can find this syllabus again from two locations: Locate the *Read the Syllabus* page in the *Week 1* module or from the *Syllabus* link on the course menu.

Calendar

All of the graded activities' due dates are displayed on the Calendar, which is located on the dark-gray global menu on the far left of the course window. The due dates show on the calendar on 11:59 pm. Please note: Use the MONTH or AGENDA view of the Calendar found on the course menu to see assignment due dates and *not* the WEEK view.

Grades

You can see your grades by going to the *Grades* link on the course menu. After I post a grade, you can view your rubric results for your assignment, and can also view comments I may have entered. See the course *Home* page link *How to User Canvas* for detailed instructions and video demonstrations for full understanding of *Grades*.

Accessibility

It is our goal to create a learning experience that is as accessible as possible to all learners. If you anticipate any issues related to the format, materials, or requirements of this course or encounter any barriers, please let me know immediately so we can determine what design changes could better accommodate your needs. See the *Third-party Software Accessibility Statements and Privacy Policies* link on the course *Home* page for information on the accessibility of software used in this course.

Course Evaluation

The Student Perceptions of Teaching (SPOT) is expected for all organized classes at UNT. This the semester, providing you a chance to comment on how this class is taught. Please respond as soon as possible after you receive it. I am very interested in the feedback I receive from students, as I work to continually improve my teaching and online course design. I consider your participation in the SPOT to be an important part of your participation in this class. You will receive a request to complete the SPOT toward the end of the course.

COURSE ASSESSMENT AND GRADING

A = 450 - 500   B = 400 - 449   C = 350 - 399   F = 0-349

Assessment		Points
Weekly Questions: *Law Review and Notes* Assignments, Weeks 2-6	5 at 40 pts each	200
Class Discussion participation, Weeks 3-6	4 at 25 pts each	100
Group Discussion Leadership and Presentation		25
Weekly Zoom Discussions (Discussions will be held in Weeks 1-7, Week 1 is required. Please choose to attend 5 of the remaining 6 Discussions in Weeks 2-7) Bonus points will be added for each attendance on your final exam,	Bonus Points 25 pts possible 5 pts per mtg	
Group Project, Week 7		75
Final, Week 8		100
	TOTAL	**500**

COURSE REQUIREMENTS

Reading assignments

You are expected to read all assigned readings every week.

We'll look at constitutional issues, as well as state law concerns, and observe how school board policy addresses these factors.

- You may feel uncomfortable at first when reading the chapters. This concern arises because you are learning a new vocabulary. Typically, you'll begin feeling comfortable with the subject matter by the third week.

- Read and reread chapters and articles. You will find that the additional reading helps identify material you missed the first time.

- The assignments will be varied and directed to help you understand the material and apply it to real situations.

- You'll engage in research and apply it to case studies, working with various members of the class. Remember, leadership is a team role and one that you will have support and success at achieving.

Class Participation

The format of this class requires active and consistent participation. You will be graded on the level of your participation and on your contributions to class discussions and group activities. Attendance at Zoom Meetings is required.

Final Exam

There will be a final exam during the last week of this course.

COURSE SCHEDULE

The course officially begins on Monday of Week 1 and concludes on Friday of Week 8. There are eight weeks in the course. You will find the items for each week (readings, assignments, discussions, information, and instructions, etc.) with each weekly module. The *Assignments* link on the course menu on the left side of the course window also displays all activities for a grade by type.

Due dates for assignments are normally on Sunday night at 11:59 pm Central time, with the exception of Week 8, which ends on Friday at 11:59 pm.

Your initial discussion postings to the discussions are due by Wednesday night at 11:59 pm Central time, and conversations end by Sunday night of each week.

Listed below are the areas of focus for each week. The item details will appear within each of the weekly modules and also from *Assignments* from the course menu.

Course Schedule

Wk	Topics	Readings	Discussions	Assignments
1	Introduction Federal and State Roles	Chap. 1 – *Educator's Guide* Schimmel & Militello (2007) Tanguma (2009) Week 1 Law Review and Notes	*Meet and Get Acquainted* (video intros) Zoom Discussion on Wednesday @ 5:30pm *Learn About Weekly Class Discussions*	**Submit** Introduction video
2	Religion in Schools	Chap. 7 – *Educator's Guide* Backus (2010) Mawsdley & Russo (2001) Thompson (2012) McCarthy podcast (2019) Week 2 Law Review and Notes	**Class Discussion** Begin planning your group discussion Zoom Discussion on Wednesday @ 5:30pm	**In Progress** Group Project **Submit** Weekly Questions
3	Discrimination, Attendance, and Instructional Issues	Chap. 2 – *Educator's Guide* Dayton & Dupre (2005) Lungwitz (2012) Driver podcast (2018) Mummolo (2014) Week 3 Law Review and Notes and PPT	**Class Discussion** Religion in Schools Zoom Discussion on Wednesday @ 5:30pm	**In Progress** Group Project **Submit** Weekly Questions
4	Student Rights	Chap. 6 – *Educator's Guide* Daniel & McCormick (2009) Torres & Stefkovich (2009) Turner (2012) McCarthy (2014) Week 4 Law Review and Notes	**Class Discussion** Bullying and Cyberbullying Zoom Discussion on Wednesday @ 5:30pm	**In Progress** Group Project **Submit** Weekly Questions

5	Students with Disabilities	Chap. 3 – *Educator's Guide* de Bettencourt (2002) Watson (2009) Crockett (2017) Decker podcast (2019) Russo podcast (2019) Week 5 Law Review and Notes and PPT	**Class Discussion** Freedom of Expression Zoom Discussion on Wednesday @ 5:30pm	**In Progress** Group Project **Submit** Weekly Questions
6	Defamation and Student Records Liability	Chap. 9 & 10 – *Educator's Guide* Eichelbaum (no date) Gilbert (2009) Week 6 Law Review and Notes	**Class Discussion** Sexual Harassment Zoom Discussion on Wednesday @ 5:30pm	**In Progress** Group Project **Submit** Weekly Questions
7	Teacher Rights	Chapters 4,5,6 – *Educator's Guide* Bathon & Brady (2010) Frels (2013) Kallio & Geisel (2011) Green (2011)	Zoom Discussion on Wednesday @ 5:30pm	**Submit** Group Project *Class Discussion Group Leadership Presentation*
8	Final			**Submit** *Final Exam*

ACCESS AND NAVIGATION

Access and Login Information

This course was developed and utilizes the University of North Texas' Learning Management System, Canvas. To get started with the course, please go to Canvas. You will log in using your EUID and password to log in. If you do not know your EUID or have forgotten your password, please go here.

How to Proceed Each Week for Class Activities

- Read the *Week 1* module, in particular the pages within the sub-sections *Required Readings*.
- All assignments, resources, and links to other areas and sites are contained within each week's module.
- You should access your Canvas course daily to read announcements and discussions, and work on assignments required for the course.

TECHNICAL INFO AND OTHER SUPPORT SERVICES

Minimum Technology Requirements
Reliable internet access
Canvas-supported computer system
Canvas-supported browser
Word processing application

Minimum Technical Skills Requirements
- Navigating and using Canvas basic tools (see informational links below and on the *Home* page)
- Reading and sending UNT EagleConnect email via the Canvas *Inbox*
- Saving files in DOC and PDF formats
- Copying and pasting
- Creating videos and assuring accurate captioning
- Live-meeting applications your instructor may request

Canvas Information
Computer specs
Supported browsers
Info on using Canvas: Canvas Getting Started, Canvas Student Guide, Video Guides, Canvas Basics Guide

Student Technical Support
After logging into your Canvas course, click the *Help* icon on the bottom of global navigation menu (the dark column on the left border of your browser window), which provides links to these resources:

Student Helpdesk — See contact details or submit a ticket
Online Student Resources
Ask Your Instructor a Question — Emailed to the instructor of a course your choose
Search the Canvas Guides — Find guides and look up answers

UNT Student Helpdesk
Make a note of this information now in case of a situation where you can't login to the course.

Email:	helpdesk@unt.edu	**Support Hours**	
Phone:	940.565.2324	Monday-Thursday	8 am-9 pm
Site:	UIT Help desk	Friday	8 am-5 pm
	Report an Issue	Saturday	11 am-3 pm
		Sunday	Closed

Technical Emergencies and Advice for Taking Online Exams and Quizzes

- Avoid using a wireless connection for exams unless you're certain of its reliability.

- Take exams using a supported web browser on a desktop or laptop rather than using an iPad. If using an iPad, we recommend the Chrome browser.

- When at all possible, compose text offline and copy/paste your answer into the quiz. Canvas will save your exam after each answer.

- Should you encounter technical problems affecting your ability to access or complete a task, immediately contact the UIT Helpdesk for assistance so they can document the issue with a helpdesk ticket number.

- If the UIT Helpdesk cannot resolve the problem, they will document the problem and provide you with a ticket number that you can provide to your instructor as verification.

- When UIT staff is unavailable, Report an Issue online.

Additional Support Resources

- Graduate Student Support Services of the Toulouse Graduate School
- CLEAR Online Student Resources
- UNT UIT Helpdesk
- Change or update your AMS password

UNT Library Information

On and Off-Campus Users
Retrieve articles from UNT's electronic library resources.
For additional assistance, please contact our College of Education librarian, Jo Monahan at Jo.Monahan@unt.edu or 940.565.3955.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

The Educator as Agent of Engaged Learning

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas.

To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the

academic disciplines, 2) incorporate the Texas Principal as Instructional Leader Competencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.

2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.

3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.

4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.

5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.

6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

POLICIES

Graduation
You might not be ready for graduation yet, but, each semester, the deadline to apply is early in the semester. It is your responsibility to apply for graduation. You must apply even if you are not going to participate in the ceremony. Be sure you have a degree plan on file before you apply for graduation. The deadlines for each semester are very early in the semester. **The Educational Leadership Program office may send out reminders, but it is your responsibility to adhere to the deadlines for graduation application. If you are planning to graduate in May, the graduation application window opens in October and will close on March 6.** There is a link to information about applying for graduation in the required reading of Week 1 of this course. You can find the application by going to this website and selecting Graduation.

Foliotek — ePortfolio Application
Foliotek is a free software data management system (MMS) for UNT students and is used in some EDLE classes to assess your knowledge, skills, and dispositions relevant to program standards and objectives. You will use your Foliotek account when you are in the Internship, EDLE 5500, and may use it in Administration of the EC-12 Curriculum, 5680, and in some other classes. In addition, you can use the ePortfolio as a repository for assignments that you might want to use for some performance tasks you will submit during the internship to TEA as part of the TExES. **You do not have any required assignments to submit to Foliotek in this class,** but you should register for Foliotek so that you will already be enrolled by the time you need it. Registration codes and tutorials can be found in the week 1 advising pages.

Progress in Class or Dropping a Class
- If you are having difficulties with assignments or the pace of the class, please keep in touch with your instructor through the course *Inbox* on the far-left global menu. If you think you might need to drop the class, be sure you keep track of the last dates you can drop and receive a W (Withdrawn) instead of a WF (Withdrawn Failing). You can find these dates on the UNT website (registrar's office).
- If, by dropping a class, you will not be enrolled in any classes during an 8-week period, you have to withdraw from the university. You can come back in later. To withdraw, you have to contact the Dean of Students, deanofstudents@unt.edu.
- If you are dropping a class, you must contact the registrar. Informing your instructor or the Educational Leadership office you are dropping is not sufficient. Also, please be aware dropping classes may affect financial aid. However, if you are going to drop or withdraw,

be sure you do it as soon as you know that is what you plan to do. If you stay on the roll until the end of the course, but have not submitted assignments, your instructor may have to give you a failing grade.

- Students do not need instructor approval to drop an individual course.
- Students wishing to drop a course before the census date will do so through their student portal at myUNT.
- Students wishing to drop a course after the census date will need to complete and turn in a Drop Course Request Form to the Registrar's Office via their UNT EagleConnect email.

Incompletes

An Incomplete Grade ("I") is a non-punitive grade given only during the last quarter of a term/semester and only if a student (1) is passing the course and (2) has a justifiable and documented reason, beyond the control of the student (such as serious illness or military service), for not completing the work on schedule, and (3) arranges with the instructor to finish the course at a later date by completing specific requirements that the instructor must list on the electronic grade roster. These requirements must be listed on a Request for Grade of Incomplete form signed by the instructor, student, and department chair. All work in the course must be completed within the specified time (not to exceed one year after taking the course.) Students can get this form by contacting Marilyn Deuble at marilyn.deuble@unt.edu.

Virtual Classroom Citizenship

The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members and the professor. Read the *Netiquette Guidelines* in the *How We Communicate* section in the *Start Here* module.

Scholarly Expectations and Academic Integrity

Work submitted for credit must be original work created by the scholar uniquely for this class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills, excellent written communication skills, and significantly higher quality than work produced at the undergraduate level.

EagleConnect Email

You must check your UNT *EagleConnect* email regularly. All official correspondence between UNT and students is conducted via EagleConnect, and it is every student's responsibility to read EagleConnect Email regularly. **Our Educational Leadership Program also sends reminders about deadlines, etc. through EagleConnect. If you are not checking this email, you may miss important information**.

Disabilities Accommodation

"The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. 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 believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class." Dr. Barbara Pazey is the compliance officer and contact person for the Department of Teacher Education and Administration.

Assignment Policy

Due dates for each assignment are posted in the instructions of each assignment and on the course calendar.

Late Work

Assignments posted after the deadline will be considered late and points will be deducted from the grade. Please contact your instructor when you anticipate having to submit an assignment late. If you do not submit all assignments and discussions, the highest grade you can make in the class is a C.

Class Participation

All students are required to login regularly to the Canvas online class site. The instructor will use the tracking feature in Canvas to monitor student activity. Students are also required to participate in all class activities including discussions.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. Students engaging in unacceptable behavior may be referred to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct.

Virtual Classroom Citizenship

The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members and the professor. For instance, when responding to individuals, address them by their name before beginning your commentary.

Copyright Notice

Some or all of the materials on this course site may be protected by copyright. You may use the materials for the duration of the course only, and may not re-use them for other purposes when the course ends. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies.

Grading and Grade Reporting

Grading rubrics or scoring guides for all assignments can be found with the course assignments. Review the rubrics/scoring guides to give you criteria for success on the assignments.

Writing Policy

Principals are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a colleagues or staff. Your written products – including, but not limited to, papers, letters, and email – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment**. Activities in this class, including discussions, have high expectations for effective written communication skills.** The UNT Writing Lab (Sage Hall 152) offers one-on-one consultation to assist students with their writing assignments. To use this resource you may also call 940-565-2563.

Scholarly Expectations

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested or approved by the instructor.

Ethical Behavior and Code of Ethics

The Teacher Education and Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

Academic Integrity

Students are encouraged to become familiar with UNT's policy on Student Standards of Academic Integrity. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

Cheating and Plagiarism Policy

The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term "cheating" includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term "plagiarism" includes, but is not limited to, the use of the published or unpublished work of another person,

by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action. For some of the major assignments in this course, you may be required to submit your assignment to the Turnitin plagiarism prevention tool.

Collection of Student Work

In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

Title IX Services

Sexual discrimination, harassment, & assault: UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, stalking, etc. The federal Title IX law makes it clear that violence and harassment based on sex and gender are civil rights violations. UNT's Dean of Students' website offers a range of resources to help support survivors, based on their needs: http://deanofstudents.unt.edu/resources. Renee LeClaire McNamara is UNT's Student Advocate and she can be reached via email at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648.

University Mental Health Services

UNT recognizes that it is not easy to be a student. The demands for economic, intellectual, social, and emotional stability are often in competition, and it can grow weary. School is one aspect of your busy life, and while it's important to stay the course, it's also important to acknowledge when you may need more support. UNT's Counseling Center, as well as the Student Health and Wellness Center, offer support through counseling, care for your well-being and psychiatric health, workshops for socio-emotional challenges, etc. These services are confidential, and most of these services are covered by your tuition. Feel free to see me for more support on this, call 940-565-2333, and/or refer to the website.

IMPORTANT NOTICE FOR F-1 STUDENTS TAKING DISTANCE EDUCATION COURSES

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website. The specific

portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:
(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken online or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An online or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no online or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

1. Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

2. Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.