



University of North Texas  
College of Education

## EDLE 5390 Campus-Level School Law

### Summer 2021 Syllabus

June 1 — August 6



## 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 conversations. 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 twice during the course 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, (2020). Publication manual of the American Psychological Association (7th Ed.). Washington, DC: Author.

## COURSE PREREQUISITES

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 an INET course and will be delivered online.
- During the course, you will have the opportunity to interact with your instructor and classmates via Zoom accessed through your Canvas course.
- The course contains individual assignments, class discussions, a final exam, along with two live, small-group conversations.
- Course material comes from a variety of sources, including the textbook, journal articles, course content, podcasts, and other online sources.
- *Law Review and Notes* course pages will provide additional guidance in reviewing the material.
- You will use all course materials in responding to the weekly assignments you complete individually.
- Outside readings will highlight current issues presented by experts in the field.

## 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.

## COURSE ASSESSMENT AND GRADING

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

Assessment		Points
Assignment: Exploring Issues of School Law, Weeks 1-7	7 at 25 pts each	175
Asynchronous Class Discussion, Weeks 1-7	7 at 25 pts each	175
Live Interactive Zoom Discussions on Legal Podcasts, Week 2 and 7 (one-page summary of five questions due after each Zoom meeting)	2 at 50 pts each	100
Comprehensive Final Exam, Weeks 8-10	50 points	50
	<b>TOTAL</b>	<b>500</b>

## COURSE REQUIREMENTS

### Reading Assignments

You are expected to read all assigned readings each 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, group activities and zoom activities in the course.

### Final Exam

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

## Late Work Policy

- Responses to assignments submitted past the due date will be subject to a reduction in the assigned point value for the assignment. One point will be deducted for each day the assignment is submitted after the due date. Contact your instructor prior to late submissions for circumstances beyond your control (administrator cancelled, death in family, serious illness, etc.). All assignments must be submitted by the official end of the semester to obtain any credit.

## COURSE SCHEDULE

- The course officially begins on Tuesday of Week 1 and concludes on Friday of Week 10.
- There are ten weeks in the course, each of which run from 12:00 am Monday through Sunday 11:59 pm (except Week 10's Friday close).
- You will find links to all required items for each week (readings, assignments, discussions, information, and instructions, etc.) within each weekly module.
- The *Assignments* link on the course menu (along the left side of the main course-reading window) displays all activities for a grade by type.
- The *Syllabus* link on the course menu displays a chronological list of all activities for a grade.

### Due Dates

- Weekly assignments are due no later than Sunday nights at 11:59 pm Central Time (except for Week 10, which ends Friday night).
- Your initial discussion posts should be submitted as early each week as feasible and no later than Wednesday night at 11:59 pm Central Time, and each weekly discussion ending by Sunday night at 11:59 pm.

### Course Schedule

Listed below are the areas of focus for each week. The item details will appear within each of the weekly modules and can be found in *Assignments* from the course menu and weekly readings in the *Required Readings* pages.

WK	Topics	Readings	Discussions	Assignments
1	Introduction  Federal and State Roles	Chap. 1 – <i>Educator's Guide to Texas School Law</i>  Week 1 Law Review Notes	Introduction video	Assignment: Exploring Issues of School Law

2	Discrimination, Attendance, and Instructional Issues	Chap. 2 – <i>Educator's Guide to Texas School Law</i>  Driver Podcast (2018)  Week 2 Law Review Notes	Weekly Discussion over the current topic  1 of 2 Zoom Meetings	Assignment: Exploring Issues of School Law
3	Students with Disabilities	Chap. 3 – <i>Educator's Guide to Texas School Law</i>  Week 3 Law Review Notes	Weekly Discussion over the current topic	Assignment: Exploring Issues of School Law
4	Employment Relationship and Personnel Issues	Chap. 4 and 5 – <i>Educator's Guide to Texas School Law</i>  Week 4 Law Review Notes	Weekly Discussion over the current topic	Assignment: Exploring Issues of School Law
5	Teacher Rights and Student Rights	Chap. 6 – <i>Educator's Guide to Texas School Law</i>  Week 5 Law Review Notes	Weekly Discussion over the current topic	Assignment: Exploring Issues of School Law
6	Discipline in Schools	Chap. 8 – <i>Educator's Guide to Texas School Law</i>  Week 6 Law Review Notes	Weekly Discussion over the current topic	Assignment: Exploring Issues of School Law
7	Religion in Schools	Chap. 7 – <i>Educator's Guide to Texas School Law</i>  McCarthy Podcast (2019)  Week 7 Law Review Notes	Weekly Discussion over the current topic  2 of 2 Zoom Meetings	Assignment: Exploring Issues of School Law
8-10	Privacy and Liability	Chap. 9 and 10 – <i>Educator's Guide to Texas School Law</i>	No Discussion this week	Complete Comprehensive Final Exam, due anytime between Weeks 8-10

## 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 link to a complete list of the Domains and Competencies in the Week 1 module of the course in the *Advising* page.

### 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, use your course *Inbox* from the dark-gray menu on the far left to email your professor.
- For technical questions, use the *Inbox* to contact the course TA.

### Inbox

Use the *Inbox* from the dark menu on the far left for all private electronic communications you don't want to share with others. The *Inbox* uses your UNT EagleConnect email address. Please check for messages daily. You can expect a response from me within 24-hours of sending a message.

### 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.

### Office Hours

Use the *Inbox* to email me to make an appointment for an online or phone conference.

### SPOT Evaluation

Completing the Student Perceptions of Teaching (SPOT) is expected for all students of organized classes at UNT. A link to this brief online survey will be emailed to your UNT EagleConnect email account in the final weeks of the semester, providing you a chance to comment on how this class is taught. **Please respond to this anonymous survey as soon as feasible after you receive it, and before the end of the course.** I am very interested in the feedback I get from students, and use it as I work to continually improve my teaching.

**\*IMPORTANT:** I consider the SPOT to be an important part of your participation in this class.

### Communicating with Your Advisor

Dr. Linda Stromberg is your advisor, and Marilyn Deuble is our Student Services coordinator. If you have advising questions, use your *Inbox* to contact [linda.stromberg@unt.edu](mailto:linda.stromberg@unt.edu) or [marilyn.deuble@unt.edu](mailto:marilyn.deuble@unt.edu). You can access forms and information about the Master's in Educational Leadership and Principal Certification by clicking on the *Advising and Standards* resources page of the *Start Here* module of the course. You can also find information by going to our [website](#).

### 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. Avoid using 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 Use 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.

## Copyrighted Materials

Materials used in connection with this course may be subject to copyright protection. Materials may include, but are not limited to: documents, images, audio, video, and podcasts within this course and on linked-to third-party sites. Materials presented in this course are only for the use of students enrolled in this course, for purposes associated with this course, and may not be retained for longer than the class term. Unauthorized retention, duplication, distribution, or modification of copyrighted materials is strictly prohibited by law. For more information, visit the [UNT Policy Office](#) or [Copyright.gov](#).

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## ACCESS AND NAVIGATION

### Access and Login Information

This course was developed and is facilitated utilizing the University of North Texas' Learning Management System, Canvas. To get started with the course, please go to the [Canvas login page](#). You will use your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to the [UNT Account Management portal](#).

### 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 such as posting and replying to discussions, submitting assignments, reading announcements, viewing grades (see informational links below and on the course *Home* page when you enter the course)
- Reading and sending UNT EagleConnect email via the Canvas *Inbox*
- Saving files in DOC and PDF formats
- Copying and pasting text
- Participating in live-meeting applications such as Zoom your instructor may request
- Converting PDF files to editable word-processing format

### Canvas Information

[Canvas student guide](#) featuring text and video instructions for look-up or learning Technical requirements and information on [browser compatibility, mobile app resources, and mobile device compatibility](#).

### 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:

- [Search the Canvas Guides](#)  
Find answers to common questions
- [Student Helpdesk](#)  
Submit a ticket to the UIT Helpdesk.
- [Online Student Resources](#)
- [Ask Your Instructor a Question](#)  
Questions are submitted to your instructor
- [UNT Library](#)  
For library assistance go to <https://www.library.unt.edu/ask-us>

### 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](mailto:helpdesk@unt.edu)  
Phone: 940.565.2324  
Site: [UIT Help desk](#)  
Help: [Submit a Help Request](#)  
Chat: [UIT Help Desk Live Chat](#)  
Hours: [Subject to change](#)

## Additional Support Resources

- [Graduate Student Support Services](#) of the Toulouse Graduate School
- CLEAR [Online Student Resources](#)
- UNT UIT [Help desk](#)
- 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](mailto: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.

## ACADEMIC SUPPORT AND STUDENT SERVICES

### Student Support Services

#### Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](#)
- [Counseling and Testing Services](#)
- [UNT Care Team](#)
- [UNT Psychiatric Services](#)
- [Individual Counseling](#)

#### Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and

in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can [add your pronouns to your Canvas account](#) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- [What are pronouns and why are they important?](#)
- [How do I use pronouns?](#)
- [How do I share my pronouns?](#)
- [How do I ask for another person's pronouns?](#)
- [How do I correct myself or others when the wrong pronoun is used?](#)

### **Additional Student Support Services**

- [Registrar](#)
- [Financial Aid](#)
- [Student Legal Services](#)
- [Career Center](#)
- [Multicultural Center](#)
- [Counseling and Testing Services](#)
- [Pride Alliance](#)
- [Academic Resource Center](#)
- [Academic Success Center](#)
- [UNT Libraries](#)

## **UNT AND DEPARTMENT POLICIES**

### **Accessibility**

It is my goal to create a learning experience that is accessible to all. 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 are possible.

### **Ethical Behavior and Code of Ethics**

The Teacher Education & 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).

### **Submitting Work**

All assignments will be submitted via Canvas. Activities for a grade posted after the deadline will be considered late and points will be deducted from the final grade.

### **Grading and Grade Reporting**

Grading rubrics for assignments can be found at the bottom of each assignment, and links to discussion rubrics can be found in the top-right of each discussion. You are encouraged to

review the grading rubrics to guide you in successfully completing all activities. (Not applicable to the internship class.)

**aWriting Policy**

Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and email messages – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all compositions you submit will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The [UNT Writing Lab](#) (Sage Hall 152) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563

**Foliotek e-Portfolio**

Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. At this time, the only Educational Leadership course requiring Foliotek is the Internship, EDLE 5500. All students in the Internship must register for Foliotek, and students can join Foliotek before the Internship. You can find registration codes and tutorials on the [Foliotek site](#).

**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.

**Academic Integrity Policy**

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

**ADA Policy**

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website](#).

**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.” Contact the Department of Teacher Education & Administration for the compliance officer and contact person.

**Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)**

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

**Emergency Notification and Procedures**

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (e.g., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please check for announcements for contingency plans for covering course materials.

**Retention of Student Records**

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work submitted via the Canvas online learning management system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have a right to view their individual record.

Information about a student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10 records Management and Retention.

**Grade of Incomplete**

The only time an instructor in our College can give an incomplete is if a student is passing the course, but has a severe illness/situation during the last third of the course. The student must submit a form requesting an incomplete and provide documentation supporting the need for an Incomplete. Students can get these forms by contacting our Student Services Coordinator, at [marilyn.deuble@unt.edu](mailto:marilyn.deuble@unt.edu).

**Progress in Class/Dropping a Class**

You may add a course or withdraw in accordance with the University’s policy currently in effect. If you are having difficulties with assignments or the pace of the class, please keep in touch with your instructor through the course Inbox. If you think you might need to drop the class, be sure you keep track of the last dates you can drop a class. You can find these dates on the [UNT Registrar’s site](#). 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 later. To withdraw, you have to contact the Dean of Students, [deanofstudents@unt.edu](mailto:deanofstudents@unt.edu).



**JULY 23** is last day to withdraw from one class or withdraw from all classes and receive a grade of W. If you are dropping a class or withdrawing from all classes, be sure, you do that through the [registrar](#). **\*IMPORTANT:** Just telling your instructor or the Educational Leadership office that you are dropping is not sufficient. Also, please be aware that 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, but have not submitted assignments, your instructor will have to give you a failing grade.

### **Student Verification**

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (<https://policy.unt.edu/policy/07-002>).

### **Use of Student Work**

A student owns the copyright for all work (e.g., software, photographs, reports, presentations, and email messages) they create within a class, and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all the above criteria, then the University office or department using the work must obtain the student's written permission.

### **Transmission and Recording of Student Images in Electronically Delivered Courses**

1. No permission is needed from a student for their image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, they must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

**Class Recordings and Student Likenesses**

Any synchronous (live) sessions in this course may be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

**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](http://www.ecfr.gov/) (<http://www.ecfr.gov/>). 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 on-line 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 on-line 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 on-line 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 their need to participate in an on-campus experiential component for this course, they

should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email [internationaladvising@unt.edu](mailto:internationaladvising@unt.edu)) to get clarification before the one-week deadline.

## RESOURCES

- [APA Style Guide \(7<sup>th</sup> Edition\) and Owl at Purdue APA](#)
- [Purdue Online Writing Lab APA Formatting and Style Guide \(7<sup>th</sup> Edition\)](#)
- [Council of Chief State School Officers \(CCSSO\) Professional Standards for Educational Leaders](#)
- [Texas Association of School Administrators \(TASA\)](#)
- [Texas Education Agency \(TEA\)](#)
- [Texas Principal as Instructional Leader Preparation Manual with Texas Domains and Competencies](#)
- [University of North Texas Library](#)

Changes to the syllabus may be necessary at times. Changes will be made through Announcements, the Canvas *Inbox*, or UNT email.