



UNIVERSITY OF NORTH TEXAS

EDLE 5390 Campus-Level School Law

Summer 2019

Monday, June 3 to Friday, July 26

EDUCATIONAL LEADERSHIP PROGRAM

Core Values and Beliefs: Graduates will have the knowledge, skills, and motivation to accomplish the following:

- Lead learning organizations
- Engage ethically with the community
- Advocate for diversity, equity and inclusion
- Develop 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. The professor will not respond to each individual discussion post or response, rather, the instructor will help guide your learning through comments and questions to you individually or to the group.

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* (6th Ed.). Washington, DC: Author.

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 class sessions will be devoted to discussing assigned readings.
- PowerPoint presentations summarize the material and examine new developments.
- Law Review and Notes will provide additional guidance in reviewing the material and will provide weekly assignments that students will complete.
- 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. Understand 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 on-line 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 Advising page of the Start Here module.

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 *Start Here* section of the course in the page *Advising, Program Information, and Standards*.

DOMAIN V—STRATEGIC OPERATIONS (Alignment and Resource Allocation)

Competency 010: 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, co-curricular, 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
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)
- 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 beginning 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. See link to these standards in the Start Here module.

[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.
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COURSE ASSESSMENT AND GRADING

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

Assessment		Points
Weekly Questions: <i>Law Review and Notes</i> 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/Presentation, Week 7		25
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 also 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.

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 categorizes and displays all activities for a grade.

Due dates for assignments are normally on Sunday night at 11:59 pm Central time. Your initial discussion postings 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 Assignments from the course menu.

Course Schedule

Wk	Topics	Readings	Discussions	Assignments
1	Introduction Federal and State Roles	Chap. 1 – <i>Educator's Guide</i> Schimmel & Militello (2007) Tanguma (2009) Week 1 Law Review and Notes	Get Acquainted (video intros) Learn About Class Discussions	In Progress Submit Introduction video
2	Religion in Schools	Chap. 7 – <i>Educator's Guide</i> Backus (2010) Mawdsley & Russo (2001) Thompson (2012) McCarthy (2017) Week 2 Law Review and Notes	Class Discussion Begin planning your group discussion	In Progress Start Group Project Plan Class Discussions Submit Weekly Questions
3	Discrimination Attendance Instructional Issues	Chap. 2 – <i>Educator's Guide</i> Russo (2017) Dayton & Dupre (2005) Lungwitz (2012) Kallio and Geisel (2017) Week 3 Law Review and Notes and PPT	Class Discussion Religion in Schools	In Progress Continue Group Project Submit Weekly Questions
4	Student Rights	Chap. 6 – <i>Educator's Guide</i> Daniel & McCormick (2009) Russo et al (2011) Gooden (2017) Turner (2012) Torres & Stefkovich (2009) Week 4 Law Review and Notes	Class Discussion Bullying and Cyberbullying	In Progress Group Project Submit Weekly Questions

5	Students with Disabilities	Chap. 3 – <i>Educator's Guide</i> Crockett (2017) de Bettencourt (2002) Osborne (2017) Watson (2009) Paige (2013) Week 5 Notes and PPT	Class Discussion Freedom of Expression	In Progress Group Project Submit Weekly Questions
6	Defamation Student Records Liability	Chap. 9 & 10 – <i>Educator's Guide</i> Eichelbaum (no date) Gilbert (2009) Week 6 Notes	Class Discussion Sexual Harassment	In Progress Group Project Submit Weekly Questions
7	Teacher Rights	Chapters 4,5,6 – <i>Educator's Guide</i> Bathon & Brady (2010) Frels (2013) Kallio & Geisel (2011) Green (2011) Alexander (2017)		Submit Group Project Class Discussion Leadership presentation (only one group member will submit)
8	Final			Submit Final exam

ACCESS AND NAVIGATION

Access and Log in 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: <https://canvas.unt.edu>. 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 to: <http://ams.unt.edu>.

How to Proceed Each Week for Class Activities

After you have read the Start Here section within Modules, then continue on to the Week 1 module. 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.

Communications

Information about the communication tools in the course and how they will be used:

- 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 on the course menu.
- Use the *Inbox* tool from the global menu on the far left for all private communications with your professor.

Announcements

Please check the course Announcements at the top of the course Home page each day for updated information and changes.

Course Evaluation

The Student Perceptions of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. Please respond when 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 the SPOT to be an important part of your participation in this class. You will receive an invitation to complete the SPOT toward the end of the course. The message will come through your UNT EagleConnect mail account.

TECHNICAL INFO AND OTHER SUPPORT SERVICES

Minimum Technical Skills Needed

Navigating and using basic tools of Canvas
Using email and attaching documents
Creating, saving, and submitting files in DOC and PDF formats
Creating videos

Canvas Information

[Computer specs](#)

[Supported browsers](#)

Info on using Canvas: [Canvas Student Guide](#), [Video Guides](#), [Canvas Getting Started](#), [Canvas Basics Guide](#)

Student Technical Support

After logging into your Canvas course, click the *Help* icon on the bottom of the 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 — Questions are emailed to your instructor

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

Phone: 940.565-2324

Site: [UIT Help desk](#)

[Report an Issue](#)

Support Hours

Monday-Thursday 8am-midnight

Friday 8am-8pm

Saturday 9am-5pm

Sunday noon-midnight

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 <http://www.unt.edu/helpdesk/students/>
- Change or update your AMS password <https://ams.unt.edu/>

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.

POLICIES

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.

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 Marilyn Deuble, our Student Services Coordinator, at 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 in the class. 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. Don't worry, 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, be sure you do that through the [registrar](#). 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.

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 seven assignments and quizzes, 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. The Code of Student Conduct can be found at <https://deanofstudents.unt.edu/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.

EagleConnect

All official correspondence between UNT and students is conducted via EagleConnect and it is the student's responsibility to read EagleConnect email regularly.

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. Additional copyright information may be located at: <http://copyright.unt.edu>.

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, call 940-565-2563 or visit <https://writingcenter.unt.edu/graduate-tutoring?cta=section-highlight>

Observation of Religious Holidays

If you plan to observe a religious holy day that coincides with a class assignment, please notify your instructor as soon as possible.

Syllabus Change Policy

Changes to the syllabus may be necessary at times. Communication of any changes will be made through course Announcements, the Canvas Inbox, or UNT email.

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: http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf. 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.

IMPORTANT NOTICE FOR F-1 STUDENTS

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 at <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 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.

Academic Integrity

Students are encouraged to become familiar with UNT's policy on Student Standards of Academic Integrity: http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_AffairsAcademic_Integrity.pdf. 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.

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. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for

student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at <https://deanofstudents.unt.edu/conduct>.

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.

TEExES Test Preparation

During the spring of 2019, the practice exams described below are not scheduled for the new TEExES 268 test for Principal as Instructional leader through the TEExES Advising office, but our program will emphasize some review strategies. To meet state requirements for providing six hours of test preparation for teacher certification candidates, the UNT TEExES Advising Office (TAO) administers the College of Education TEExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to two exams per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TEExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TEExES practice exam information and registration, go to: <https://coe.unt.edu/educator-preparation-office/texes>. If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texes. Additional test preparation materials (e.g., Study Guides for the TEExES) are available at Pearson: <http://www.tx.nesinc.com/Home.aspx>

Six Student Success Messages: The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: <https://success.unt.edu>. The site contains multiple student resource links and short videos with student messages.

Food/Housing Insecurity

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect his/her performance in the course, is urged to contact the Dean of Students, Suite 409 at the University Union (or by calling 940-565-2648). The UNT Food Pantry is a useful resource for students who may need it. Please visit the website for more details, or feel free to come see me about this: <https://deanofstudents.unt.edu/resources/food-pantry>

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 following website: <https://speakout.unt.edu/content/mental-health-resources>

DISTRIBUTED EDUCATION POLICY STATEMENTS IMPORTANT NOTICE FOR F-1 STUDENTS

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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 at <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 a 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 940-5652195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

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.