# EDLE 6510
# Seminar in Advanced Education Law
# Syllabus

**Monday, August 23 through Friday, December 10, 2021**

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

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

**L**ead learning organizations
**E**ngage ethically with the community
**A**dvocate for diversity, equity, and inclusion
**D**evelop theory to practice solutions

**Format:**      This is a hybrid course with asynchronous discussions and assignments delivered in Canvas, along with periodic Monday live video meetings using Zoom.

**Instructor:**      Dr. Bill Camp

**Contact Info:**      Use the course *Inbox* in Canvas to email me about course issues. I can also be contacted at bill.camp@unt.edu or by phone at 940-300-4034.

**Office Hours:**      Available by request.

## COURSE DESCRIPTION

**EDLE 6510 - Seminar in Advanced Education Law**
**3 hours**

This course focuses on the legal and policy issues of particular concern to top-level educational policymakers and administrators. Topics include such complex issues as the role of the state in education, parental rights, school choice and vouchers, privatization, religion on campus, student issues, issues of personnel and legal liability for torts and constitutional wrongs. Topics vary, depending upon the current school reform agenda. Underlying concerns that drive the development of legal mandates in schooling are explored.

## REQUIRED RESOURCES

Alexander, K., & Alexander, M. D. (2019). *American public school law* (9th ed.). St. Paul, MN: West Academic Publishing.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association

## STANDARDS FOR THE SUPERINTENDENT CERTIFICATE

As of October 25, 2009, these rules were amended to be effective by the State Board for Educator Certification (SBEC) who requires that the curricula for all Texas superintendent preparation programs be based on the Standards for the Superintendent Certificate. The full set of Standards for the Superintendent Certification (TAC §242.15) may be found on the State Board for Educator Certification (SBEC) website under the adopted rules section for Chapter 242.15 of the Texas Administrative Code www.sbec.state.tx.us.

The eight identified standards are:

- Learner–Centered Values and Ethics of Leadership. A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

- Learner–Centered Leadership and District Culture. A superintendent is an educational leader who promotes the success of all students and shapes district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- Learner–Centered Human Resources Leadership and Management. A superintendent is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects appropriate models for supervision and staff development, and applies the legal requirements for personnel management.

- Learner–Centered Policy and Governance. A superintendent is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context and by working with the board of trustees to define mutual expectations, policies, and standards.

- Learner–Centered Communications and Community Relations. A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- Learner–Centered Organizational Leadership and Management. A superintendent is an educational leader who promotes the success of all students by leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- Learner–Centered Curriculum Planning and Development. A superintendent is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources and assessment; and the use of various forms of assessment to measure student performance.

- Learner–Centered Instructional Leadership and Management. A superintendent is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a district culture and instructional program conducive to student learning and staff professional growth.

## TExES Superintendent Certification Test

The certification process requires the passage of the TExES Superintendent (195) Certification Test. Alignment with this test is an objective of this course. The examination is a test of the content and professional knowledge required of an entry–level superintendent. The test framework is based on the certification standards for superintendents. The content covered by the test is organized into sets of related concepts called domains. The three domains of the test with their associated competencies are:

- Domain I—Leadership of the Educational Community; Competencies 001, 002, 003, and 004;
- Domain II—Instructional Leadership, and Competencies 005, 006, and 007;
- Domain III—Administrative Leadership; Competencies 008, 009, and 010.

Each competency is composed of two major parts: the competency statement, which broadly defines what an entry–level superintendent should know and be able to do, and the descriptive statements, which describe in greater detail the knowledge and skills eligible for testing.

Information about the domains, competencies and test prep for the superintendent examination may be found at: http://cms.texes-ets.org/texes/prepmaterials/

The TExES competencies for the superintendent examination considered to be related to EDLE 6510 School Law with the focused learning for each are:

- Competency 004: The superintendent knows how to respond to and influence the larger political, social, economic, legal, and cultural context, including working with the board of trustees, to achieve the district, educational vision. The student will identify the theories and models used systematically by superintendents in their decision making processes.
- Competency 008
  The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management, and technology use.
- Competency 009
  The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.
- Competency 010
  The superintendent knows how to apply organizational, decision-making, and problem-solving skills to facilitate positive change in varied contexts.

## GRADING REQUIREMENTS

| Assignment | Points |
|---|---|
| Online Discussions | 10 @ 15 pts = 150 |
| Online Assignments | 6 @ 25 pts = 150 |
| Live Zoom Class Meetings | 4 @ 25 pts = 100 |
| Policy and Politics Final Presentation and Paper | 1 @ 100 pts = 100 |
| **Total possible points** | **500 points** |

Final Grade = Percentage of sum of all assignments (500 points = 100%).

    A = 90% of total points possible
    B = 80% of total points possible
    C = 70% of total points possible

    Grades below 70% are unacceptable in a doctoral program and will receive a grade of F for the course.

**Grading**

The awarding of grades is not automatic and the judgment of the instructor will determine whether each assignment is completed satisfactorily. Neatness, thoroughness, and care in preparing course materials are required. All required projects must be submitted when requested. Late assignments are ineligible for a grade of "A." Late work will be accepted up to one week after the due date, but a penalty of points deducted will be assessed up to ½ of the value of the assignment. Please contact the instructor whenever late submissions are anticipated. Discussions must be completed in the week assigned.

As the instructor for this course, I reserve the right to modify or make changes to the syllabus as needed during the semester. Students will be notified should changes be made to the course requirements, content, assignments, due dates, or other material relevant to the completion of this course.

## COURSE ASSIGNMENTS AND ASSESSMENTS

1. *Online Discussions,* Weeks 1, 2, 4, 5, 7, 8, 9, 11, 13, 14
   **(150 points)**
   The required text is an important resource and integral component of the course. Each reading assignment is provided in the Discussions section of the online course, and you will be responsible for participating in the online discussions related to the content. You'll make your initial posting as early in each week as possible, no later than mid-week, 11:59 pm Wednesday, and continue with three or more conversations throughout the week, concluing Sunday. The Discussions Rubric explains the grading of discussions. Each is worth 15 points each.

2. *Online Assignments,* Weeks 2, 3, 6, 8, 9, 12
   **(150 points)**
   These weekly assignments come from a variety of sources, including the text, and are designed to reinforce the information gained in the weekly lessons. Each is worth 25 points.

3. *Live Zoom class meetings,* Mondays in Weeks 4, 7, 10, 15
   **(100 points)**
   During the course, we will have four (4) class meetings via ZOOM. We will address questions from individuals. Second, we will divide into separate groups to discuss podcasts and e-textbook readings. You should view the podcast prior to our ZOOM meetings. Your group will use cases, legislation, board policy, and articles in this discussion. Each member of the group will submit a two to three-page paper summarizing the discussion and reflecting on the issues.

4. *Policy and Politics Final Presentation and Paper,* Weeks 16
   **(100 points)**
   **Policy and Politics Presentation and Paper Guidelines**
   You will submit the final presentation and paper in this Assignment.

   **Guidelines for the Presentation**
   - We will select and confirm presentation **topics** and **dates** during the Week 1 Introductions.
   - You will share your Presentation in a Discussion posting in Week 16 with both visual and audio portions of your presentation, and also submit the formal paper.
   - You will select partners (2-3) to work with as a team to engage the class in a learning experience using a PowerPoint audio presentation of no more than 20 minutes to fully cover the topic.

- Your team is expected to cover the issue based on relevant literature and other sources to allow a deeper analysis of the topic/issue being presented. You'll be creative and engage your classmates in a meaningful learning experience. Not all presentations will be equal and are not expected to be. This is intended to be a learning experience and not for the purpose of polishing public speaking/presentation skills. You should make the effort to fully engage the attention and interest for an audience of a faculty/staff, a school board, or in a meetings with a legislative staffer.
- PowerPoint seems to work best in Canvas, while Google and Prezi products do not work as well and so are not to be used for this assignment. Using 20 slides would be a maximum, use discretion on the number of slides used, and do not put too much information on any one slide. A one-page Executive Summary should also be attached to your Discussion posting for downloading by your classmates.
- Provide a brief introduction to why you selected the topic/issue, describe what sources were most helpful during your research, and summarize your findings during your presentation.
- You are expected to work together on this assignment. Both partners should make a good faith effort to do a credible job. Points will be awarded accordingly from a total of 100 possible points each.

### Guidelines for the Paper
- The PowerPoint Presentation will be based on a 15-20 page formal paper written in APA format that will contain a cover page, Introduction, Review of the Case or Cases or Legislation, Results of the proceedings, and Concluding Discussion or Opinion. You will also include a Reference page and formally cite in the text of the document.

- You will need to interview a minimum of four (4) superintendents, assistant superintendents, legal advisors, and knowledgeable persons from professional associations to complete your assignment.

5. *Complete UNT SPOT Student Evaluation of Instruction,* Week 15
   10 bonus points will be awarded to all students if 85% of students complete student evaluation and answer assignment questions.

# COURSE SCHEDULE

| Week | Topic | Assignments Due | Text Readings |
|------|-------|-----------------|---------------|
| 1 | Introductions and Orientation Read Start Here module and Syllabus Think about a topic for our final paper | Assignment Discussion #1: Introductions | Chapters 1-2 |
| 2 | The American Legal System | Assignment #1 Discussion #2 Weekly Readings | Chapters 3-4 |
| 3 | Religion in the Public Schools Church and State | Assignment #2 | Chapter 5 |
| 4 | Teachers Certification Contracts and Tenure | Class meeting #1 Discussion #3 Weekly Readings | Chapters 15 |
| 5 | Teachers Rights and Freedom | Discussion #4 Weekly Readings | Chapters 16 |
| 6 | Teachers Due Process | Assignment #3 Weekly Readings | Chapter 17 |
| 7 | The Instructional Program and Attendance | Class Meeting #2 Discussion #5 Weekly Readings | Chapter 6 and 7 |
| 8 | Student Expression | Assignment #4 Discussion #6 Weekly Readings | Chapters 8 and 9 |
| 9 | Student Rights and Due Process | Discussion #7 Weekly Readings | Chapter 10 |
| 10 | Rights of Students with Disabilities | Assignment #5 Class Meeting #3 Weekly Readings | Chapter 11 |
| 11 | Defamation and Student Records | Discussion #8 Weekly Readings | Chapter 13 |

| 12 | Educator and School District Liability | Assignment #6<br>Weekly Readings | Chapter 12 |
|---|---|---|---|
| 13 | Liability and School Safety | Discussion #9 | Chapter 14<br><br>Texas Education Code Chapter 37 |
| 14 | Desegregation | Discussion #10<br>Weekly Readings | Chapter 20 |
| 15 | School Finance | Class Meeting #4<br>Weekly Readings<br><br>SPOT Evaluation | Chapter 22 |
| 16 | Presentations | Final Presentations<br><br>Final Paper | Read student presentations |

## CERTIFICATION EXAM ALIGNMENT

Texas Examination of Educator Standards (TExES) Superintendent (195) Competencies.

**Competency 001**
The superintendent knows how to act with integrity, fairness, and in an ethical manner in order to promote the success of all students.

**Competency 002**
The superintendent knows how to shape district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the educational community.

**Competency 003**
The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to ensure educational success for all students.

**Competency 004**
The superintendent knows how to respond to and influence the larger political, social, economic, legal, and cultural context, including working with the board of trustees, to achieve the district's educational vision.

**Competency 005**
The superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources, and assessment; and promote the use of varied assessments to measure student performance.

**Competency 006**
The superintendent knows how to advocate, nurture, and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.

**Competency 007**
The superintendent knows how to implement a staff evaluation and development system to improve the performance of all staff members and select appropriate models for supervision and staff development.

**Competency 008**
The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management, and technology use.

**Competency 009**
The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.

**Competency 010**
The superintendent knows how to apply organizational, decision-making, and problem-solving skills to facilitate positive change in varied contexts.

## Professional Standards for Educational Leaders (2015) National Policy Board for Educational Administration (NPBEA)

**Standard 1. Mission, Vision, and Core Values**
Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.

**Standard 2. Ethics and Professional Norms**
Effective educational leaders act ethically and according to professional norms to promote *each* student's academic success and well-being.

**Standard 3. Equity and Cultural Responsiveness**
Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote *each* student's academic success and well-being.

**Standard 4. Curriculum, Instruction, and Assessment**
Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student's academic success and well-being.

**Standard 5. Community of Care and Support for Students**
Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.

**Standard 6. Professional Capacity of School Personnel**
Effective educational leaders develop the professional capacity and practice of school personnel to promote *each* student's academic success and well-being.

**Standard 7. Professional Community for Teachers and Staff**
Effective educational leaders foster a professional community of teachers and other professional staff to promote *each* student's academic success and well-being.

**Standard 8. Meaningful Engagement of Families and Community**
Effective educational leaders engage families and the community in meaningful, reciprocal,  and mutually beneficial ways to promote *each* student's academic success and well-being.

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

**Standard 10. School Improvement**
Effective educational leaders act as agents of continuous improvement to promote *each* student's academic success and well-being.

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## LEARNER OUTCOMES

- Implement appropriate leadership skills, techniques, and group process skills to define roles, assign functions, delegate effectively, and determine accountability for goal attainment.

- Implement processes for gathering, analyzing, and using data for informed decision- making in a research format.

- Identify, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.

- Use strategies that facilitate working with other groups and stakeholders such as team building, building consensus and collaborative decision-making.

- Identify and analyze positive reform strategies for implementation in the instructional environment.

- Analyze and apply political influences to benefit the educational organization.

# COURSE ORGANIZATION

Each of these areas of the course are accessed through links on the course menu.

| Course Menu | What you'll find there | How you'll use it |
|---|---|---|
| Start Here | This is where you begin — with a detailed description of the course and all expectations. | Read everything in the module, in particular the syllabus and return to it as needed. |
| Modules | The course is divided by week. You'll find links to everything you need for each week in each module. | Prepare for your weekly assignments by reading course material and submitting assignments in a timely manner |
| Announcements | I'll communicate frequently with information, breaking news, and reminders. | Each new announcement is emailed to your EagleConnect account, is displayed at the top of the Home page, with all announcements viewed from *Announcements.* |
| Assignments | This is where you'll find activities assigned for a grade, and participate in conversations with classmates in the classroom. | Pay attention during class discussions as this is how we share information about this topic. |
| Inbox | This tool automatically uses your UNT email system to send messages outside of the course. | Use this feature to save time when you want to send regular email to a classmate or instructor. |
| Grades | This link displays your total points earned, grades on assignments, and feedback from your instructor. | Watch for announcements from your instructor when new grades are posted. |

# COURSE LOGIN INFORMATION

This course was developed and will be facilitated utilizing the University of North Texas' Learning Management System, Canvas. To get started with the course, please go to https://canvas.unt.edu. You will need 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: http://ams.unt.edu.

## HOW STUDENTS SHOULD PROCEED EACH WEEK FOR CLASS ACTIVITIES

The online course Start Here module includes navigational overviews and links to detailed instructions and videos on how to use the tools necessary for completing all activities. Please read that module in detail and bookmark instructions for future use.

Read the Start Here section from Modules on the course menu, 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, each of which are linked from the course menu. You should access the Canvas course daily for announcements and assignments required for the course.

## MINIMUM TECHNICAL SKILLS NEEDED

- Navigating all areas of the course
- Using Canvas tools including the Inbox and course Discussions to communicate with classmates and instructor
- Creating, saving, and submitting files in DOC and PDF formats
- Creating videos
- Locating and using instructions to learn tool usage
- Contacting the UIT Help Desk for support, if needed

## STUDENT TECHNICAL SUPPORT

After logging into your Canvas course, you can 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:

- UIT Student Help Desk — See contact details or submit a ticket. helpdesk@unt.edu 940-565- 2324
- Online Student Resources
- Ask Your Instructor a Question — Questions are emailed to your instructor
- Search the Canvas Guides — Find guides and look up answers
- Library — Go to the library site or ask a question
- *Report an Issue* online.

## COMMUNICATIONS

Review this information about the communication tools in the course and how we will use them:

- For all course-related questions, please read this syllabus carefully before seeking assistance.
- For assignment clarification questions, see the *Ask Questions Here* topic in *Discussions* from the *Assignments* link on the course navigation menu.

Use the *Inbox* feature from the course menu for all private electronic communications with me. If for some reason, you are unable to use course this resource, you may contact me using the contact methods available on the first page of the Syllabus. You can expect a response from me within 24- hours of sending a message. If your concern is urgent, please call by phone or leave a message. You can expect a response from me within 24-hours of sending a message

## ANNOUNCEMENTS

Please check the course *Announcements* each day for updated information and changes. You MUST NOT disable your *Notification Preferences* for *Announcements* or *Administrative Notifications*.

## COLLABORATIVE DISCUSSIONS

See *Discussions* from the *Assignments* link on the course menu to access the appropriate topic for assigned postings, to review the postings of classmates, and to make postings of your own. Please extend the readers of your postings the same courtesy you would expect when communicating. Please read and consider the content of the message before responding

## ASSIGNMENT POLICY

Due dates for each assignment are displayed within each module's display of weekly activity titles and also within each assignment. Assignments should be submitted in DOC or PDF format and submitted by using the *Submit Assignment* button at the end of each assignment.

## EXAMINATION POLICY

The Final Exam is open-book and open-note, however, you may not discuss the exam with another student unless after both have completed and submitted your answers. Missed quizzes or exams may not be taken at a later date without written documentation that justifies the error.

## LATE WORK

Late work will be accepted up to one week after the due date, but a penalty of points deducted will be assessed up to ½ of the value of the assignment. Please contact the instructor whenever late submissions are anticipated.

## CLASS PARTICIPATION

All students are required to login to course multiple times each week. Instructors use the Canvas tracking features to monitor student activity. Students are also required to participate in all class activities such as discussions, conference sessions, and group projects as assigned.

## 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.

## INCOMPLETES

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 of emergency 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 your instructor.

## DROPPING A CLASS

You must be sure to keep up with the pace of the 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) 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. You should notify your instructor, but notifying your instructor or our Educational Leadership office does not take care of dropping the class. Of course, we hope you do not have to drop a class, but, if you do, you need to take care of that officially through the registrar's office or contacting the office of the Dean of Students through deanofstudents@unt.edu.

# 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
Use of Zoom for synchronous class meetings or office hours

## 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 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

## UIT 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-5 pm |
| Chat: | UIT Help Desk Live Chat | Friday | 8 am-6 pm |
| Site: | UIT Help desk | Saturday | 9 am-5pm |
| Help: | Submit a Help Request | Sunday | 1 pm-midnight |

**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 my.unt Portal](#)

**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.

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# Teacher Education and Administration

## Preparing Tomorrow's Educators and Scholars

The **Department of Teacher Education and Administration** seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

### Mission
The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

### Vision
We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

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# Policy Statements

## *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 www.sbec.state.tx.us) 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. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

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### *Grading and Grade Reporting*
Grading rubrics for all assignments can be found in the Canvas course at the bottom of each assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments. (Not applicable to the internship class.)

### *Writing 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 emails – 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. 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. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidences/evaluations as required.

This course may require assignment(s) to be uploaded and graded in Foliotek. The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site: https://coe.unt.edu/educator-preparation-office/foliotek

### *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.

### *Comprehensive Arts Program Policy*
The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities, which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

### *Technology Integration Policy*
The Elementary, Secondary, and Curriculum and Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities, which infuse technology throughout the K-12 curriculum.

### *TExES Test Preparation*
To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES 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 TExES 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 TExES practice exam information and registration, go to: UNT Advising Office. If you need special testing accommodations, please contact the TAO at 940-369-8601or e-mail the TAO at coe-tao@unt.edu. See the TAO website. Additional test preparation materials (i.e. Study Guides for the TExES) are available at Pearson.

## *"Ready to Test" Criteria for Teacher Certification Candidates*

Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

## 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 Accommodation

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 (https://disability.unt.edu/).

## 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 and 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 (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas 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 completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about 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 for additional information.

## 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. Visit UNT's Code of Student Conduct (https://deanofstudents.unt.edu/conduct) to learn more.

## Access to Information — EagleConnect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's EagleConnect account. For more information, please visit the Eagle Connect (https://it.unt.edu/eagleconnect) site, which explains EagleConnect and how to forward email.

## Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during the last two-to-three weeks of courses to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox or Canvas *Inbox*. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (http://spot.unt.edu/) or email spot@unt.edu.

## 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/). 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, 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.

## 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).

## Use of Student Work

A student owns the copyright for all work (e.g., software, photographs, reports, presentations, and email postings) they creates 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 of 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

Synchronous (live) sessions in this course will 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.

# 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](https://studentaffairs.unt.edu/student-health-and-wellness-center) (https://studentaffairs.unt.edu/student-health-and-wellness-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (https://studentaffairs.unt.edu/care)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

### *Chosen Names*

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)
- [UNT Email Address](#)
- [Legal Name](#)

### *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 (https://registrar.unt.edu/registration)
- Financial Aid (https://financialaid.unt.edu/)
- Student Legal Services (https://studentaffairs.unt.edu/student-legal-services)
- Career Center (https://studentaffairs.unt.edu/career-center)
- Multicultural Center (https://edo.unt.edu/multicultural-center)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
- Pride Alliance (https://edo.unt.edu/pridealliance)
- UNT Food Pantry (https://deanofstudents.unt.edu/resources/food-pantry)

## Academic Support Services

- Academic Resource Center (https://clear.unt.edu/canvas/student-resources)
- Academic Success Center (https://success.unt.edu/asc)
- UNT Libraries (https://library.unt.edu/)
- Writing Lab (http://writingcenter.unt.edu/)

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# UNT On-Campus Course Policies

### Face Coverings
UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

### Attendance
Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

If you are experiencing any symptoms of COVID-19 please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

### Course Materials for Remote Instruction
Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a [webcam and microphone – faculty member to include what other basic equipment is needed] to participate in fully remote portions of the class. Additional required classroom materials for remote learning include: [list specific software, supplies, equipment or system requirements needed for the course]. Information on how to be successful in a remote learning environment can be found at https://online.unt.edu/learn.

**Course Safety Procedures (for Laboratory Courses)**
Students enrolled in a class are required to use proper safety procedures and guidelines as outlined in UNT Policy 06.038 Safety in Instructional Activities. While working in laboratory sessions, students are expected and required to identify and use proper safety guidelines in all activities requiring lifting, climbing, walking on slippery surfaces, using equipment and tools, handling chemical solutions and hot and cold products. Students should be aware that the UNT is not liable for injuries incurred while students are participating in class activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not have insurance coverage should consider obtaining Student Health Insurance. Brochures for student insurance are available in the UNT Student Health and Wellness Center. Students who are injured during class activities may seek medical attention at the Student Health and Wellness Center at rates that are reduced compared to other medical facilities. If students have an insurance plan other than Student Health Insurance at UNT, they should be sure that the plan covers treatment at this facility. If students choose not to go to the UNT Student Health and Wellness Center, they may be transported to an emergency room at a local hospital. Students are responsible for expenses incurred there.

**Sexual Assault Prevention**
UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648.

**SYLLABUS CHANGE**
*Policy Changes to the syllabus may be necessary at times. Communication of any changes will be made via a course announcement and email.*