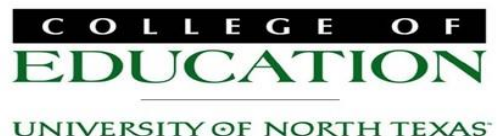


EDLE 6510

Seminar in Advanced Education Law

Monday, January 13 through Friday, May 8, 2020



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

- Lead learning organizations
- Engage ethically with the community
- Advocate for diversity, equity, and inclusion
- Develop theory to practice solutions

Format: This is a fully online course with asynchronous discussions and assignments. Materials delivered in [Canvas](#).

Instructor: Dr. Bill Camp

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

Office Hours: 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.

TEExES 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.texas-ets.org/texas/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
Graded Online Discussions	15 @ 10 pts = 150
Graded Online Assignments	6 @ 25 pts = 150
Write a Case Brief	4 @ 25 pts = 100
Policy and Politics Final Presentation and Paper	1 @ 150 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."

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. *Graded Online Discussions* (150 points)

The required text is an important resource and integral component of the course. Each weekly 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, 11:59pm Wednesday, and continue conversations throughout the week, concluding Sunday. The Discussions Rubric explains the grading of discussions. Each is worth 10 points each.

2. *Graded Online Assignments* (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. *Write a Case Brief* (100 points)

During this course, you will be asked to write four Legal Case Briefs. Do not use cases from the same week, but spread out your briefs over the different topics in the course. Above, I have provided an example of how to write a brief, however, don't forget to put your name on it, as well. I have put assignment links in the course and the briefs will be worth 25 points each.

Examples are given in the pdf, however a good brief will contain information to allow you to remember the case, provide facts that support your argument or logic, and detail the outcome or ruling of the court. It may also contain the dissenting members of the court and their comments and discussions. Your opinion or discussion of your understanding is at the end. Here is an excerpt from Cengage Learning How to Brief Cases and Analyze Case Problems...

Although the format of the brief may vary, typically it will present the essentials of the case under headings such as those listed below.

1 Citation. Give the full citation for the case, including the name of the case, the date it was decided, and the court that decided it.

2 Facts. Briefly indicate (a) the reasons for the lawsuit; (b) the identity and arguments of the plaintiff(s) and defendant(s), respectively; and (c) the lower court's decision — if appropriate.

3 Issue. Concisely phrase, in the form of a question, the essential issue before the court. (If more than one issue is involved, you may have two — or even more—questions here.)

4 Decision. Indicate here — with a “yes” or “no,” if possible — the court’s answer to the question (or questions) in the Issue section above.

5 Reason. Summarize as briefly as possible the reasons given by the court for its decision (or decisions) and the case or statutory law relied on by the court in arriving at its decision.

4. Policy and Politics Final Presentation and Paper
(100 points; Due in Week 14/15)

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 2 Introduction Module.
- The Presentations will be submitted as a Discussion posting in Week 14 with both visual and audio portions of your presentation, and along with a formal paper in Week 15.
- You will work in groups of 3 to engage the class in a learning experience using a PowerPoint audio presentation of no more than 20 minutes per discussion.
- 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. All 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.

COURSE SCHEDULE

Week	Dates	Topic	Assignments Due	Text Readings
1	Jan 13-19	Introductions and Orientation Read Start Here module and Syllabus Think about a topic for our final paper	Assignment Discussion 1 — Introductions	
2	Jan 20-26	The American Legal System	Assignment 1 Discussion 2 Weekly Readings	Chapters 1-4
3	Jan 27- Feb 2	Teachers Certification Contracts and Tenure	Discussion 3 Weekly Readings	Chapters 15
4	Feb 3-9	Teachers Rights, Freedom, and Due Process	Assignment 2 Discussion 4 Write a Case Brief Weekly Readings	Chapter 16 and 17
5	Feb 10-16	Student Expression and Search and Seizure	Discussion 5 Weekly Readings	Chapters 8 and 9
6	Feb 17-23	The Instructional Program	Assignment 3 Discussion 6 Weekly Readings	Chapter 7
7	Feb 24- Mar 1	Student Rights	Discussion 7 Weekly Readings	Chapter 10
8	Mar 2-8	School Attendance	Assignment 4 Discussion 8 Weekly Readings	Chapter 6
	Mar 9 - 15	SPRING BREAK		
9	Mar 16-22	Educator and School District Liability (Torts)	Discussion 9 Weekly Readings	Chapters 12 and 14
10	Mar 23-29	Defamation and Student Records	Assignment 5 Discussion 10 Weekly Readings Writing a Legal Brief	Chapter 13

11	Mar 30 – Apr 5	Rights of Students with Disabilities	Discussion 11 Weekly Readings	Chapter 11
12	Apr 6-12	Religion in the Public Schools Church and State	Assignment 6 Discussion 12 Weekly Readings	Chapter 5
13	Apr 13-19	Desegregation	Discussion 13 Weekly Readings	Chapter 20
14	Apr 20-26	School Safety and Security David's Law	Weekly Readings Discussion 14 Write a Case Brief	Texas Education Code Chapter 37
15	Apr 27 – May 3	Policy and Politics	Discussion 15 Final Paper	

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.

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 <i>Announcements</i> .
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.

POLICIES AND PROCEDURES

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 by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills, excellent written communication skills, and significantly higher quality than work produced at the master's degree level.

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>. 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.

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 SERVICES

The following information has been provided to assist you in preparation for the technological aspect of the course.

- Info on using Canvas [Canvas Student Guide](#), [Video Guides](#), [Canvas Getting Started](#), [Canvas Basics Guide](#)
- Canvas computer specs <https://community.canvaslms.com/docs/DOC-10701>
- Supported browsers <https://community.canvaslms.com/docs/DOC-10720-67952720329>

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

TECHNICAL EMERGENCIES AND ADVICE FOR TAKING ONLINE EXAMS

- Avoid using a wireless connection for exams unless you're certain of its reliability.
- It could be more reliable to take exams using a supported web browser on a desktop or laptop rather than using a tablet or phone.
- There is no Save button, but Canvas will auto-save periodically.

- Should you encounter technical problems affecting your ability to access or complete a test, immediately contact the [UIT Student Help Desk](#).
- If the Help Desk cannot resolve the problem, it will document the problem and provide you with a ticket number that you can provide to your instructor as verification. When staff is unavailable, *Report an Issue* online.

HOW STUDENTS SHOULD PROCEED EACH WEEK FOR CLASS ACTIVITIES

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.

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 or 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 or local students can go by our program office in office 218 in Matthews Hall.

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.

COPYRIGHT NOTICE

Some or all of the materials in this course may be protected by copyright. You may use the materials during the duration of the course and for assignment purposes only. When the course ends, you are required to remove all copyrighted materials from your possession. See the [Copyright Guide](#) for details.

SEXUAL DISCRIMINATION, HARASSMENT, AND ASSAULT

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex

and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_0. Contact the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

ACADEMIC HONESTY POLICY

Academic dishonesty is defined in the UNT Policy on Student Standards for Academic Integrity. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of "F" in the course. Further sanctions may apply to incidents involving major violations. You will find the policy and procedures at <https://policy.unt.edu/policy/06-003>.

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, 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.

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).

STUDENT BEHAVIOR IN THE CLASSROOM

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 Center for Student Rights and Responsibilities 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 www.unt.edu/csrr.

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 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 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.

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.



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 Teacher Proficiencies 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.

Ethical Behavior and Code of Ethics: The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code 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: You will submit all assignments as directed within your online course in Canvas. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

Grading and Grade Reporting: Grading rubrics for all assignments can be found attached to each assignment within your online course in Canvas. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

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 or visit <https://ltc.unt.edu/labs/unt-writing-lab-home>.

Teacher Education & Administration Departmental Policy Statements

UNT Career Connect: All undergraduate students are expected to participate in “UNT Career Connect.” Each student needs to set up a UNT e-portfolio for this purpose. As a UNT student engages in real-life, career-related experiences in curricular and/or co-curricular settings, s/he should upload documentation of these experiences into his/her UNT e-portfolio. Course instructors will help students identify appropriate experiences and accompanying documentation/artifacts for inclusion in the e-portfolio. Through their respective e-portfolios, students are able to make connections across their student experiences and reflect upon their learning and skills in order to prepare them with marketable skills for careers and graduate degrees. The e-portfolio also serves as a useful device for future job interviews.

Career Connect places emphasis on important job skills such as communication, teamwork, and critical thinking. For students seeking teacher certification, these on-the-job skills will be evaluated during student teaching using the North Texas Appraisal of Classroom Teaching (NTACT) or its successor instrument. Follow this link to learn more and to set up your personal e-portfolio:

<http://careerconnect.unt.edu/default> .

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 & Administration.

Observation of Religious Holidays: If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

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.

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>.

EagleConnect: All official correspondence between UNT and students is conducted via EagleConnect and it is the student’s responsibility to read their Eagle Connect email regularly.

SPOT: 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. I am very interested in the feedback I get important part of your participation in this class.

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.

Foliotek e-Portfolio. Foliotek is a free to you software data management system (MMS) 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 certain applications, course assignments, and other electronic

evidence/evaluations as required. 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://www.coe.unt.edu/office-educator-preparation/foliotek>. Foliotek is NOT required for this course, but it will give you access to a portfolio where you can place work you may wish to save for assignments to be submitted later in the internship. You can read about Foliotek in the Start Here section of this course.

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 & 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: <http://www.coe.unt.edu/texas-advising-office/texas-exams>. 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/texas. Additional test preparation materials (i.e. Study Guides for the TEXES) are available at www.texas.ets.org.

“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).

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.