



# EDLE 6450: Public School Finance, Business Management, and Facilities

Summer 2020

June 1, 2018 to August 7, 2020

A Fully Online Course

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## INSTRUCTOR CONTACT INFORMATION

Instructor	Dr. Bill Camp For course communications, please email me through the course <i>Inbox</i> (located on the far left of the course window)
Email Address	<a href="mailto:bill.camp@unt.edu">bill.camp@unt.edu</a>
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Office Hours	Available for video conference by request

## PURPOSE AND OVERVIEW

The course is an advanced graduate course designed to provide students in education and other disciplines an exposure to the interrelated parts of school finance, school business management, and school facilities funding. It is designed for students pursuing a career as a superintendent or other top leadership positions. Although school finance studies are viewed as related primarily to education, they draw heavily upon concepts from the fields of economics, law, and political science. In the past decade there has been considerable change in the area of school finance.

Beginning with important court challenges and subsequent state legislation, many states have adopted major reforms in their school finance systems. Still, in order to obtain the necessary financial support, educators must continue to provide leadership for reform in fiscal policies. To furnish adequate leadership, educators must possess specific knowledge of the field including an understanding of basic economic and public finance concepts and then use this knowledge to shape decisions in the public sector of the economy. The aim of this course will be to provide an understanding of the development of school finance theory and practice and to present the implications of educational finance and business policies.

## REQUIRED TEXTBOOKS AND MATERIALS FOR EDLE 6450

Alexander K., Salmon R. G., Alexander F. K., (2015) Financing Public Schools: Theory, Policy, and Practice, ISBN: 978-0-415-64534-8 (hbk), ISBN: 978-0-415-64535-5 (pbk), ISBN: 978-0-203-07401-5 (ebk)

American Psychological Association (2018). Publication manual of the American Psychological Association. (6th ed.) Washington, DC: Author.

[Carrollton-Farmers Branch I. S.D. 2017-2018 School Budget](#)

## COURSE INFORMATION

### EDLE 6450 Catalogue Description

Provides students an overview of the interrelated aspects of school finance, business management, and facilities development. Relates concepts from the fields of economics, business, law, and political science to the public school environment. As future superintendents, students use real-world situations to apply skills in budgeting, school business management, and financing school facilities, including new school construction and modernization of older facilities.

Course Prerequisite(s) Consent of instructor.

### Our Instructional Guide

This course critically examines the literature and research related to school finance. During the course, the student studies selected principles of economics and public finance related to school finance. We examine the sources of public revenue and their appropriateness in financing education. During the course, we gain an understanding of various school support programs and how they affect school districts with various demographic characteristics. We investigate the concept of financial equalization of educational opportunity and how it applies to recent court decisions. Social justice is an important component of this theory.

We research current state and national issues relating to the financing of public elementary and secondary education. Additionally, we research current information useful for determining and forecasting the flows, balances and requirements of short-term and long-term financial resources needed by school districts.

We determine what financial information is useful for monitoring performance under terms of legal, contractual and fiduciary requirements of the state of Texas. And, we investigate information useful for planning, budgeting and forecasting the impact of resources on the achievement of educational and operational objectives in the districts in Texas.

Finally, we determine the requirements for financing school facilities in Texas while developing a vocabulary for understanding financial issues in the public schools.

## Course Objectives

1. Apply the concepts of social justice to equalization of educational opportunity.
2. Define how the concept of human capital benefits the individual and the community.
3. Identify the political climate influencing public education.
4. Identify sources of public revenue used to appropriately finance K-12 education.
5. Monitor performance under legal, contractual, and fiduciary requirements of the state of Texas.
6. Forecast the flows, balances, and requirements of short-term and long-term financial resources needed by school districts.
7. Plan, budget and forecast the impact of resources on the achievement of educational operational objectives in school districts in Texas.
8. Analyze whether money makes a difference in education.
9. Examine various school support programs and how they might affect school districts with various demographic characteristics.
10. Discuss changes occurring in compensation of personnel
11. Define financial vehicles for financing school facilities in Texas and develop a vocabulary for planning school facilities.
12. Summarize current state and national issues relating to the financing of public elementary and secondary education.

## 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. Students should access the Canvas course daily for announcements and assignments required for the course.

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## COURSE ASSIGNMENTS AND ASSESSMENTS

### 1. Group Paper – Budgets and Financial Issues – (100 points / 20% of your grade):

Your instructor will randomly assign you to online groups of three-to-four (3-4) students and together you will read the Carrollton-Farmers Branch Budget Book for background information. **To complete the assignment, you will need to Interview four district superintendents or district chief financial officers over these issues and report their perspective on the importance of carefully developing a school district budget and the issues they believe are most important in school finance.**

**First, your group will set up interview dates with four district superintendents or district chief financial officers** (Assistant Superintendent for Finance or Business).

- Examine carefully the financial material from three of the following districts: Denton, Frisco, Irving, Lewisville, McKinney, and Plano. You may want to also look at other districts for information, as well.
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- What are the most important concepts you as an educational leader (assistant superintendent or superintendent) need to understand in financial management and budgeting?
- To complete the assignment, you will need to draft a list of 5-10 questions to ask these individuals during your in-person meetings and report their perspective on:
  - The importance of carefully developing a school district budget
  - The issues they believe are most important in school finance for 2019-2020.

### Summary Questions

Use the interviews and other research to summarize and answer these two questions in your paper.

1. What are the five most important concepts you as an educational leader (assistant superintendent or superintendent) need to understand in financial management and budget planning and management?
2. What are the five most important school finance issues facing Texas schools today?

Use a variety of journal references in writing the report and include additional material from professional sources. A summary of each interview will be included in the paper. Papers will include a cover page and organized using APA formatting. Use a Reference page at the end of the document and include each reference used in the article and include the superintendent or CFO interviews. This paper is due at the end of Week 10.

### 2. CFB Budget Analysis – (100 points / 20% of your grade): (Individual assignment)

You will read [the Carrollton-Farmers Branch Budget Book \(2017-2018\)](#) and answer the questions posed in the worksheet. This is the last year that CFBISD provided the information in the form of a budget book.

First, answer the questions posed on the Budget Activity Sheet for CFB. Then answer the questions for a second district of your choice. You will need to answer each question in detail and locate additional references for a complete response to the activity sheet. The school district has posted a summary page for the 2018-2019 and 2019-2020, however, we will use the 2017-2018 Budget Book for this class. This analysis is due at the end of Week 13.

### 3. Discussions – (150 pts @ 30 pts per Discussion / 30% of your grade):

Using the course *Collaborative Activities Guidelines* page as a guide for your responses, participate in each of the five discussion sessions during the semester. Present material from your reading, along with other appropriate references. *You are encouraged to bring new and current material to these discussions.* We will have discussions in Weeks 1, 3, 5, 7, and 9. Each is worth 30 points for a total of 150 points over the five discussions. Volunteer class members will lead each discussion during the semester. Questions and focus discussions will be listed for each discussion. You will need to post at least three times each week for these discussions with new and relevant material to develop this discussion. You will make your initial posting by Wednesday 11:59pm of the assigned week, and discussions will need to be completed by Sunday at 11:59 p.m.

#### 4. Seriously Important Questions – (150 pts @ 30 pts per SIQ / 30% of your grade):

This assignment consists of five assignments in Weeks 2, 4, 6, 8 and 10. These assignments involve answering questions and reflecting on the readings from that week and previous weeks. You will complete each assignment and turn in at the end of the week. The **Seriously Important Questions** are worth 30 points each and are to be answered from course materials, journal articles, and the textbook for a total of 150 points. **These SIQ assignments are due on Sunday by 11:59pm.**

#### GRADING

The awarding of grades is not automatic and the judgment of the instructor will determine whether or not each assignment is completed satisfactorily. Neatness, thoroughness, and care in preparing course materials are required. All required materials must be submitted when requested. The final grade will be based upon points earned during the course.

Assignments	Points	Grade
CFB Budget Analysis Paper	100	20%
Discussion 1 in Week 1	30	6%
Discussion 2 in Week 3	30	6%
Discussion 3 in Week 5	30	6%
Discussion 4 in Week 7	30	6%
Discussion 5 in Week 9	30	6%
Seriously Important Questions Week 2	30	6%
Seriously Important Questions Week 4	30	6%
Seriously Important Questions Week 6	30	6%
Seriously Important Questions Week 8	30	6%
Seriously Important Questions Week 10	30	6%
Group Project Paper	100	20%
<b>Total</b>	<b>500</b>	<b>100%</b>

Final Grade = Percentage of sum of all assignments and exams

A = 90 – 100 % or 450-500 points

B = 80 – 89.9% or 400-449 points

C = 70 – 79.9% or 350-399 points

Grades below 70% will receive a grade of F for the course.

#### Late Assignment Policy

A late assignment deduction of 10% of the possible points available for that assignment will be deducted from the points earned on any late assignment. If you need additional time to complete an assignment, please contact your instructor for approval.

## Other Issues

With the possible exception of a cruise ship, WiFi is available world-wide and it is difficult to create special circumstances for missing a week of class. Please be considerate of your classmates and make arrangements to fully participate in the class while traveling. Weekly discussions require participation and missing group work impacts other class members' progress in the course. If you have other reasons for missing days, please let the instructor know.

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## EDLE 6450: Public School Finance, Business Management and Facilities Summary

Week	Date	Topic	On-Line Materials	Textbook
1	June 1 to June 7	<ul style="list-style-type: none"><li>• Introductions</li><li>• Syllabus</li><li>• Introduction to State Funding</li><li>• Texas School Finance Basics</li></ul>	Week 1 Module Introduction to School Finance Library Reading	Read Chapter 1
2	June 8 to June 14	<ul style="list-style-type: none"><li>• Introduction to CFB Budget</li><li>• Start talking to your Group and organize paper and interviews</li><li>• School Finance Overview</li><li>• Litigation</li></ul>	Week 2 Module CFB Materials School Finance 101	Read Chapters 2 and 3
3	June 15 to June 21	<ul style="list-style-type: none"><li>• Human Capital</li><li>• Equality of Opportunity</li></ul>	Week 3 Module The Road Ahead Political Economy Economic Development	Read Chapters 4 and 5
4	June 22 to June 28	<ul style="list-style-type: none"><li>• School Accounting</li><li>• Taxation for School Funding</li><li>• Fiscal Capacity</li></ul>	Week 4 Module Putting the Sides Together Fort Worth Accounting	Read Chapters 7, 8 and 15
5	June 29 to July 5	<ul style="list-style-type: none"><li>• Politics</li><li>• Budgets</li></ul>	Week 5 Module Resource Allocation Developing Budgets	Read Chapters 6 and 17
6	July 6 to July 12	<ul style="list-style-type: none"><li>• Equity and Adequacy</li><li>• State School Funding</li></ul>	Week 6 Module Policy Perspectives Estimating Aid	Read Chapters 13, and 14

7	July 13 to July 19	<ul style="list-style-type: none"> <li>Federal Role in Financing Education</li> <li>Public Funding of Private Schools</li> </ul>	Week 7 Module Vouchers Charter Schools Private Schools	Read Chapters 9 and 11
8	July 20 to July 26	<ul style="list-style-type: none"> <li>Teacher Compensation</li> <li>Production Functions</li> </ul>	Week 8 Module Incentives for Teachers	Read Chapter 10 and 12
9	July 27 to August 2	<input type="checkbox"/> Financing School Facilities	Building for the Future	Read Chapter 16
10	August 3 to August 7	<ul style="list-style-type: none"> <li>Risk Management</li> <li>Transportation</li> <li>School Food Services</li> </ul>	Group Project is Due	Read Chapter 18

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## NARRATIVE SCHEDULE

### Week 1

#### Overview

- Introductions
- Syllabus
- Assignments/Activities
- State Funding Introduction

#### Reading Assignment

- Ch. 1-The Nature and Theory of the Public School - Textbook
- An Introduction to School Finance in Texas –TTARA
- Texas Public School Finance: A Look at Where We Have Been – And Where Are We Headed – Thompson
- **Read Power Points for Chapter 1**

#### Discussion

- Class Discussion 1 this week.
  - Volunteer to begin the class discussion.
  - Use the example threads from previous discussions to begin.
  - You may discuss any of the reading topics for this week. You may introduce current issues.
  - You will make at least three posts during the week
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## Week 2

### Overview

- Introduction to CFB Budget [Carrollton-Farmers Branch ISD Budget Book 2017-18](#)
- Groups should discuss and organize the paper and schedule interviews with superintendents/chief financial officers.

### Reading Assignment

- Textbook
- Ch. 2 – Fundamental Rights and State School Finance Litigation -Textbook
- Ch. 3 – System and Public Schools
- School Finance 101: Texas Public School Funding
- Modernizing San Antonio Independent School District v. Rodriguez.
- The Tangible Impact of School Finance Litigation – Lockridge and Maiden
- **Read Power Points for Chapters 2 and 3**

### Group Paper - Budgets and Financial Issues

- Review the Project page.
- Think about who you will interview
- Groups will be assigned by Week 2

### CFB Budget Analysis- Individual assignment

- Review CFB Analysis page
- Begin reading
- Begin answering the questions

### Seriously Important Questions – (Reflections on Readings)

- You will begin your reflections on reading assignments this week.
  - **This is an individual assignment.**
  - Use the questions posed to guide your writing. Maximum of 5 pages double spaced.
  - These will be due by Sunday, 11:59 p.m.
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## Week 3

### Overview

- Look at textbook chapters.
  - Discussion of Human Capital
  - Equality of Opportunity
  - Continue work involving interviews for CFB Budget Project.
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### **Reading Assignment**

- Ch. 4-Equality of Opportunity – Textbook
- Ch. 5 – Education as an Investment in Human Capital - Textbook
- CFB Budget- Read Financial Section pages 53-83
- Financing Education for Public good: New Strategy – McMahon
- The Complex World of Economic Development and School Finance – Moak and Casey
- The Road Ahead for School Finance Reform: Legislative Trends 2016.
- The Road Ahead for School Finance Reform: Legislative Trends 2011 and Beyond -Crampton
- **Read Power Points for Chapters 4 and 5**

### **Group Paper - Budgets and Financial Issues**

- Organize your group using Google Docs or a preferred method.
- Review the Project page.
- Think about who you will interview

### **CFB Budget Analysis- Individual assignment**

- Review CFB Analysis page
- Begin reading
- Begin answering the questions

### **Discussion**

- Class Discussion 2 this week.
  - Volunteer to begin the class discussion.
  - Use the example threads from previous discussions to begin. You may discuss any of the reading topics for this week. You may introduce current issues.
  - You will make at least five posts during the week
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## **Week 4**

### **Overview**

- Discuss school accounting
- Discuss taxation for public schools.
- Fiscal Capacity
- Continue assignments.

### **Reading Assignment**

- Ch. 7-Fiscal Capacity and Tax Effort in the Funding of Public Schools – Textbook
  - Ch. 8-Taxation for Public Schools – Textbook
  - Ch. 15 – School Accounting - Textbook
  - CFB Budget - Read Informational section pages 84-144.
  - TEA Accounting Principles.
  - Fort Worth ISD: Managing Financial Accounting.
  - Read Power Points: Chapters 7, 8 and 15.
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### **Group Paper - Budgets and Financial Issues**

- Review the Project page.
- Begin interviews
- Begin research for paper

### **CFB Budget Analysis- Individual assignment**

- Review CFB Analysis page
- Continue reading
- Begin answering the questions

### **Seriously Important Questions – (Reflections on Readings)**

You will continue your reflections on reading assignments this week

Use the questions posed to guide your writing.

Maximum of 5 pages double spaced

These will be due by Sunday, 11:59 p.m.

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## **Week 5**

### **Overview**

- Look at textbook chapters.
- Examine Budget documents for districts.
- Continue work involving interviews for CFB Budget Project.

### **Reading Assignment**

- Look at textbook chapters 6 and 17. Textbook
- Resource Allocation Within School Organizations – Wood
- CFB Budget – Read informational section pages 146-192.
- **Read Power Point for Chapters 6 and 17.**

### **Group Paper - Budgets and Financial Issues**

- Continue to Answer Questions.
- **Continue researching other sources to develop your paper.**
- You should be completing your interviews.

### **CFB Budget Analysis- Individual assignment**

- Review CFB Analysis page
- Continue reading
- Begin answering the questions

### **Discussion**

- A new leader will start Class Discussion this week.
  - Use the example threads from previous discussions to begin.
  - You may discuss any of the reading topics for this week.
  - You may introduce current issues.
  - You will make at least five posts during the week.
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## Week 6

### Overview

- Continue work involving assignments,
- Discuss Equity and Adequacy.
- Discuss State School Funding mechanisms.
- You should complete interviews and write up a summary of the interviews.
- Continue to Answer Questions for CFB and for second district.
- **Continue researching other sources to develop your paper.**

### Reading Assignment

- Ch. 13—Analyzing Equity and Adequacy of State School Finance – Textbook
- Ch. 14 – State School Funding Methods – Textbook
- Worksheet for Estimating Foundation School Program Aid
- Policy Perspectives on State Elementary and Secondary Public Education Finance Systems in the United States – Verstegan
- Measuring Education Adequacy in Public Schools – Baker and Taylor
- The Impact of Target Revenue Funding on Public School Districts in North Texas – Womack
- CFB Budget – Read informational section pages 193 to 250.
- **Read Power Points for Chapter 13 and 14.**

### Seriously Important Questions – (Reflections on Readings)

- You will continue your reflections on reading assignments this week.
- Use the questions posed to guide your writing. Maximum of 5 pages double spaced.
- These will be due by Sunday, 11:59 p.m.

### Group Paper - Budgets and Financial Issues

- Work with group to organize and write the paper..
- **Continue researching other sources to develop your paper.**

### CFB Budget Analysis- Individual assignment

- Review CFB Analysis page
  - Continue reading
  - Continue answering the questions
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## Week 7

### Overview

- Continue work on Group Project.
- Discuss Vouchers for Private Schools.
- Discuss Charter Schools.

## Reading Assignment

- Ch. 9 – The Federal Role in Financing Education – Textbook
- Ch. 11 - Public Funding of Private Schools: Charter Schools and Vouchers
- Read Introduction to [Putting Sides together](#) (pp. 5-20).
- Read PowerPoints for Chapters 9 and 11

## Group Paper - Budgets and Financial Issues

- Groups should be working together on this assignment
- **Send me a one page summary of your group's progress.**

## CFB Budget Analysis- Individual assignment

- Review CFB Analysis page
- This assignment is due in Week 9.

## Discussion

- A new leader will start Class Discussion this week.
  - Use the example threads from previous discussions to begin.
  - You may discuss any of the reading topics for this week.
  - You may introduce current issues.
  - You will make at least five posts during the week.
  - **This will be the final week for discussion.**
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## Week 8

### Overview

- Continue work on Group Paper
- Turn in CFB Budget Analysis.
- Providing adequate and appropriate compensation for school employees.
- Provide fiscal conditions for quality programs.

## Reading Assignment

- Ch. 10 – Teacher Compensation - textbook
- Ch. 12 – Education Production Functions: Whether Money Matters– Textbook
- Designing Incentives for Public School Teachers: Evidence from a Texas Incentive Pay Program – Springer and Taylor
- **Read Power Points for Chapter 10.**

## Group Paper - Budgets and Financial Issues

- Groups should be working together on this assignment
- You should have a rough draft of the paper.
- This paper is due in Week 10.

## CFB Budget Analysis- Individual assignment

- Paper is due in Week 9.

## Seriously Important Questions – (Reflections on Readings)

- You will continue your reflections on reading assignments this week. Use the questions posed to guide your writing. Maximum of 5 pages double spaced.
  - These will be due by Sunday, 11:59 p.m.
  - **This will be the final week for this assignment.**
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## Week 9

### Overview

- Continue work on Group Paper.
- Methods for Financing School Facilities.
- Future School facility Needs in Texas.

### Reading Assignment

- Ch. 16 – Financing School Facilities - Textbook
- Window On State Government: Current and Future Facility Needs
- Building for the Future: A Look at School Facility Funding in Texas – Schlomach and Cox
- Facilities Financing for Texas – First Southwest ( reprinted with permission)
- Fiscal Notes: Capital Appreciation Bonds – Hegar

### Group Paper - Budgets and Financial Issues

- **Group Paper is Due next week.**

### CFB Budget Analysis- Individual assignment

- **This paper is due this week.**

### Discussion

- A new leader will start Class Discussion this week.
- Use the example threads from previous discussions to begin.
- You may discuss any of the reading topics for this week.
- You may introduce current issues.
- You will make at least five posts during the week.
- **This will be the final week for discussion.**

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## Week 10

### Overview

- Group Paper is due this week
- Risk Management in Schools
- Transportation for Students
- Food Services for Schools

**Group Paper – Budgets and Financial Issues - Due by Friday at 11:59 p.m.**

### Reading Assignment

- Ch. 18 – Risk Management, Student Transportation and School Food. – Textbook
- Region 10 ESC: School Business and Support Services.

### Seriously Important Questions – (Reflections on Readings)

- You will continue your reflections on reading assignments this week. Use the questions posed to guide your writing. Maximum of 5 pages double spaced.
- **These will be due by Wednesday, 11:59 p.m.**
- **This will be the final week for this assignment.**

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## Certification Exam Alignment – TExES Exam 195

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.

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## **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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## COURSE ORGANIZATION

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

Course Menu link	What you'll find there	How you'll use it
Start Here	This is where you begin — with a detailed description of the course overview.	Read everything in the module and, in particular, read the syllabus thoroughly 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 separate weekly folders.	Prepare for your weekly assignments by reading course material and submitting assignments in a timely manner
Announcements	Watch for new announcements displayed at the top of the course Home page.	Each announcement is also emailed to your EagleConnect account (see <a href="#">how to forward it to a preferred email address</a> ). Watch for and carefully read every announcement for breaking news, changes, and reminders.

Assignments	This is where you'll find all activities for a grade, in particular <i>Discussions</i> . You will participate in rich conversations with classmates in the classroom.	Pay attention during class discussions as this is how we share information about this topic.
Discussions	This is where you'll participate in rich conversations with classmates in the classroom.	Pay attention during class discussions as this is how we share information about this topic.
Inbox	This tool uses your UNT email account to send and receive email through 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 points earned for each graded activity, totals and percentages by category, and feedback from your instructor.	Watch for announcements from your instructor when new grades are posted, and also for the new grade indicator on the course menu.

## 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* forum in Discussions from the *Assignments* link on the course navigation menu.
- Use the *Inbox* feature from the course navigation 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.

### Announcements

Please check the course Announcements each day for updated information and changes. You'll find a link to the latest announcement at the top of the course *Home* page. Announcements are also auto-emailed to students' Eagle Connect address. **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

## 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  
Use of Zoom for synchronous class meetings or office hours  
Locating and using instructions to learn tool usage  
Contacting the UIT Helpdesk for support, if needed

## STUDENT TECHNICAL SUPPORT SERVICES

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: *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

*Library* — Go to the library site or [ask a question](#)

Please make a note of this information NOW. If you can't log in, contact the UNT Student Helpdesk.

Email: [helpdesk@unt.edu](mailto:helpdesk@unt.edu)  
Phone: 940-565-2324

[UIT Helpdesk](#)  
[Report an Issue](#)

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## UNT POLICIES

### Course Evaluation

Toward the end of the semester, you will receive a link in your UNT Eagle Connect email for the course evaluation. You can also complete the survey at [my.unt](#) by logging in and selecting SPOT.

### 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 the [Canvas login page](#). 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 [UNT account management site](#). The 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.

## **Assignment Policy**

Due dates for each assignment are posted in the instructions of each assignment. Assignments should be submitted in Word format and submitted by using the *Submit* 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 Marilyn Deuble at [marilyn.deuble@unt.edu](mailto:marilyn.deuble@unt.edu) or local students can go by our program office in office 218 in Matthews Hall.

## **Dropping a Class**

If you see that you are falling far behind, there are dates that are required to be able to drop with a W (Withdrawn) instead of a WF (Withdrawn Failing). See the UNT registrar's website to determine these

dates. I've also provided this link to the registrar's office in the Start Here section. You should notify your instructor, but notifying your instructor 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 the office of the Dean of Students.

## **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' site](#) offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs. Renee LeClaire McNamara is UNT's Student Advocate and she can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling 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. See the [policy and procedures site](#).

## **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](http://www.unt.edu/csrr).

## **ADA Accommodation Statement**

The University of North Texas does not discriminate on the basis of disability in admission, treatment, or access to its programs or activities, nor in employment in its programs or activities. The University is committed to providing equal educational access for qualified students with disabilities in accordance with state and federal laws, including the Americans with Disabilities Act of 1990 as Amended, and Section 504 of the Rehabilitation Act of 1973. In addition, the University is committed to making all programs and activities sponsored by UNT accessible, as required by the Texas Accessibility Standards and the Americans with Disabilities Act Accessibility Guidelines. To this end, all academic units are willing to make reasonable and appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies in order to facilitate equality of educational access for persons with disabilities. The University of North Texas 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 you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You 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. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. Please note that disability accommodations are not retroactive. Accommodations will be made only after a disability is officially verified. You can view information on the services provided by the ODA, as well as application procedures, on the [Office of Disability site](#). You may also contact them by phone at 940.565.4323. See [UNT's policies related to disability accommodations](#).

## **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 see the [Electronic Code of Federal Regulations site](#). 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](mailto:internationaladvising@unt.edu)) to get clarification before the one-week deadline.

### **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.

### **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 and administrator 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 ongoing 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.

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

## **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.**