UNIVERSITY OF NORTH TEXAS

EDLE 5390 Campus-Level School Law
Spring 2018

PROFESSOR CONTACT INFORMATION

Dr. David A. Brackett

Preferred contact method:
Assignment clarification questions: Q/A Discussion Forum from the course menu
Private conversations with instructor: Course Messages from the course menu
Urgent needs: Email me at David.Brackett@unt.edu

EDUCATIONAL LEADERSHIP PROGRAM

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

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

COURSE INFORMATION

EDLE 5390: Campus-Level School Law
Spring 2018 8W1
Fully Online Course – AOP Program

TEACHING PHILOSOPHY

This course requires a strong commitment to reading the material prior to participation in discussions, activities, and group projects. It is important to begin each reading assignment as early as possible during each weekly module. You will need to participate frequently and actively in the discussion of each module. The professor will not respond to each individual discussion post or response, rather, the instructor will help guide your learning through comments and questions to you individually or to the group.
REQUIRED TEXTS


COURSE DESCRIPTION

This course provides an introduction to important constitutional, statutory, administrative, and judicial law issues as they pertain to everyday operation of schools. School leaders will learn the legal framework within which education takes place, and how that framework structures the decisions made by campus leaders. Primary emphasis is placed on legal issues facing building-level leaders, with the goal of helping them recognize potential legal problems arising in the school and the need to take appropriate action or seek legal advice.

- This course is completely online, with no face-to-face classroom meetings.
- Most class sessions will be devoted to discussing assigned readings.
- PowerPoint presentations will summarize the material and examine new developments.
- Law Review and Notes will provide additional guidance in reviewing the material and will provide weekly assignments that students will complete.
- References to outside readings will highlight current issues presented by experts in the field.
- Individual presentations by lawyers and administrators will be featured each week.

COURSE LEARNING OBJECTIVES

After completing this course, you will be able to:

1. Understand the federal and state legal structure within which schools operate.
2. Identify key education-related provisions of the U.S. Constitution and federal statutes, state constitution and statutes, and administrative regulations.
3. Define and describe the key court rulings that establish school law parameters at the campus level.
4. Analyze how board policies and administrative regulations/directives translate the law into on-the-job requirements.
5. Acquire on-line resources to remain current in changes in the law.
6. Develop a basic legal terminology to decipher materials and participate in law-related discussions.
TEXAS PRINCIPAL COMPETENCIES

Texas Principal Standards

In August 2016, the Texas legislature adopted new Principal Standards, and these new standards are requirements for the evaluation of practicing principals and are to guide principal preparation programs. See a link to these standards in the course menu.

Texas Principal Certification Competencies

To achieve Texas Principal Certification, you will need to pass the Texas Examination of Educator Standards (TExES) for Principals. In the future, this test will be aligned with the Principal standards mentioned above. However, at this time, the examination is based on the nine Texas Principal Competencies that have been used in Texas for many years. The new standards and the competencies overlap in many ways. In our Educational Leadership Program, we seek to prepare you for success with all of the Standards and all nine of the Competencies. This course, Instructional Leadership, focuses mostly on Competency 5 and parts of Competency 1. Each of the competencies has sub-elements. This course does not address all of the sub-elements of these Competencies; The ones that provide the Learning Outcomes of the Course are listed below. The list of competencies and sub-elements below provide the main Learning Outcomes of the course.

Texas Principal Competency 1

The principal knows how to shape campus culture by facilitating the development, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

The principal knows how to:

1.1 Create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.
1.5 Use various types of information to develop a campus vision and create a plan for implementing the vision.

Texas Principal Competency 5

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and professional growth.
The principal knows how to:

5.1 Facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.

5.2 Facilitate the implementation of sound research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.

5.3 Create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the campus vision.

5.4 Ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.

5.5 Uses formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.

5.6 Facilitate the use and integration of technology to enhance learning.

5.7 Facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, and student discipline to ensure a campus environment conducive to teaching and learning.

This course also addresses parts of other competencies. You can find a list of all nine Texas Principal Competencies (TPC) by going to this link and looking at the domains and competencies on pages 6-12. http://cms.texas-ets.org/files/4714/4976/3536/068_principal_prep_manual.pdf

This course also addresses standards of national accrediting agencies for Educational Leadership programs. See link to these standards on the course menu.


Our Educational Leadership program promotes mastery of the ten Educational Leadership Policy Standards. The above link will provide access to the full listing of the 10 Professional Standards for Educational Leaders (2015). In this course, we will consider the Professional Standards listed below from Standard(s) 1, 5, 7 and 9.

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.

Effective leaders:

- Articulate, advocate, and cultivate core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
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.

Effective leaders:

b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

e) Cultivate and reinforce student engagement in school and positive student conduct.

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.

Effective leaders:

c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

d) Promote mutual accountability among teachers and other professional staff for each student’s success and the effectiveness of the school as a whole.

e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

STANDARD 9. OPERATIONS AND MANAGEMENT
Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.

Effective leaders:

h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

l) Manage governance processes and internal and external politics toward achieving the school’s mission and vision.
COURSE ASSESSMENT AND GRADING

A = 90 - 100%  B = 80 - 89%  C = 70 - 79%  D = 60 - 69%  F = 59% or below

<table>
<thead>
<tr>
<th>Assessment</th>
<th>%</th>
<th>Points</th>
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<tbody>
<tr>
<td>Weekly Question Assignments</td>
<td>40%</td>
<td>5 assignments at 80 pts each</td>
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<tr>
<td>Group Project</td>
<td>15%</td>
<td>150</td>
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<tr>
<td>Team-Led Discussions</td>
<td>15%</td>
<td>150</td>
</tr>
<tr>
<td>Final</td>
<td>30%</td>
<td>300</td>
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<td></td>
<td>100%</td>
<td>TOTAL 1000</td>
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COURSE REQUIREMENTS

Reading assignments: You are expected to read all assigned readings every week.

We’ll look at constitutional issues, as well as state law concerns, and observe how school board policy addresses these factors.

- You may feel uncomfortable at first when reading the chapters. This concern arises because you are also learning a new vocabulary. Typically, you’ll begin feeling comfortable with the subject matter by the third week.

- Read and reread chapters and articles. You will find that the additional reading helps identify material you missed the first time.

- The assignments will be varied and directed to help you understand the material and apply it to real situations.

- You’ll engage in research and apply it to case studies, working with various members of the class. Remember, leadership is a team role and one that you will have support and success at achieving.

Class participation: The format of this class requires active and consistent participation. You will be graded on the level of your participation and on your contributions to class discussions.

Final exam: There will be a final exam during the last week of this course.
# TEAM-LED DISCUSSIONS RUBRIC

## DEPTH OF DISCUSSION OF IDENTIFIED TOPIC (75 POINTS)

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>EXEMPLARY</th>
<th>COMPETENT</th>
<th>NOVICE</th>
<th>DID NOT PARTICIPATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will demonstrate knowledge and understanding of the related statutes and regulations impacting the issue in the team-led discussion.</td>
<td>18-20 Points</td>
<td>13-18 Points</td>
<td>0-13 Points</td>
<td>0 Points - Did not participate</td>
</tr>
<tr>
<td>Posts and responses demonstrated evidence of thorough, in-depth knowledge, understanding and application to educational leadership of the related statutes; and included additional information to enhance learning.</td>
<td>Posts and responses demonstrated evidence of knowledge, understanding and application to educational leadership of the related statutes and regulations in the team-led discussion.</td>
<td>Posts and responses showed little evidence of knowledge, understanding and application to educational leadership of the related statutes and regulations in the team-led discussion.</td>
<td>Posts and responses showed little evidence of knowledge, understanding and application to educational leadership of the related statutes and regulations in the team-led discussion.</td>
<td>Posts and responses showed little evidence of knowledge, understanding and application to educational leadership of the related statutes and regulations in the team-led discussion.</td>
</tr>
<tr>
<td>The student will identify and discuss current news articles and/or journal articles related to the issue in the team-led discussion.</td>
<td>18-20 Points</td>
<td>13-18 Points</td>
<td>0-13 Points</td>
<td>0 Points - Did not participate</td>
</tr>
<tr>
<td>Posts and responses demonstrated evidence of thorough, in-depth knowledge, understanding and application to educational leadership of the related news articles and included additional information to enhance learning.</td>
<td>Posts and responses demonstrated evidence of knowledge, understanding and application to educational leadership of the related news articles in the team-led discussion.</td>
<td>Posts and responses showed little evidence of knowledge, understanding and application to educational leadership of the related news articles in the team-led discussion.</td>
<td>Posts and responses showed little evidence of knowledge, understanding and application to educational leadership of the related news articles in the team-led discussion.</td>
<td>Posts and responses showed little evidence of knowledge, understanding and application to educational leadership of the related news articles in the team-led discussion.</td>
</tr>
<tr>
<td>The student will identify and discuss the leading legal cases related to the issue in the team-led discussion.</td>
<td>18-20 Points</td>
<td>13-18 Points</td>
<td>0-13 Points</td>
<td>0 Points - Did not participate</td>
</tr>
<tr>
<td>Posts and responses demonstrated evidence of thorough, in-depth knowledge, understanding and application to educational leadership of the leading legal issue in the team-led discussion; and included additional information to enhance learning.</td>
<td>Posts and responses demonstrated evidence of knowledge, understanding and application to educational leadership and to the leading legal issue in the team-led discussion.</td>
<td>Posts and responses showed little evidence of knowledge, understanding and application to educational leadership of the leading legal issue in the team-led discussion.</td>
<td>Posts and responses showed little evidence of knowledge, understanding and application to educational leadership of the leading legal issue in the team-led discussion.</td>
<td>Posts and responses showed little evidence of knowledge, understanding and application to educational leadership of the leading legal issue in the team-led discussion.</td>
</tr>
<tr>
<td>The student will identify and discuss recent legal cases related to the issue in the team-led discussion.</td>
<td>13-15 Points</td>
<td>10-12 Points</td>
<td>0-9 Points</td>
<td>0 Points - Did not participate</td>
</tr>
<tr>
<td>Posts and responses demonstrated evidence of thorough, in-depth knowledge, understanding and application to educational leadership of recent legal cases in the team-led discussion and included additional information to enhance learning.</td>
<td>Posts and responses demonstrated evidence of knowledge, understanding and application to educational leadership and to recent legal cases related to the team-led discussion.</td>
<td>Posts and responses showed little evidence of knowledge, understanding and application to educational leadership or to recent legal cases related to the team-led discussion.</td>
<td>Posts and responses showed little evidence of knowledge, understanding and application to educational leadership or to recent legal cases related to the team-led discussion.</td>
<td>Posts and responses showed little evidence of knowledge, understanding and application to educational leadership or to recent legal cases related to the team-led discussion.</td>
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</tbody>
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<thead>
<tr>
<th>Total Points Earned</th>
<th>67-75 Points</th>
<th>49-66 Points</th>
<th>0-48 Points</th>
<th>0 Points</th>
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<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>EXEMPLARY</th>
<th>COMPETENT</th>
<th>NOVICE</th>
<th>DID NOT PARTICIPATE</th>
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</thead>
<tbody>
<tr>
<td>The student will participate as an active member in the team-led discussion presentation.</td>
<td>18-20 Points</td>
<td>13-18 Points</td>
<td>0-13 Points</td>
<td>0 Points</td>
</tr>
<tr>
<td>Posts demonstrate participation as an active member in the team-led discussion presentation for their chosen group.</td>
<td>Posts show participation in the team-led discussion for their chosen group.</td>
<td>Posts show some participation in the team-led discussion.</td>
<td>Did not participate</td>
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</tr>
<tr>
<td>The student enhances their classmates’ knowledge and understanding of the issue by their responses to other team-led discussions.</td>
<td>18-20 Points</td>
<td>13-18 Points</td>
<td>0-13 Points</td>
<td>0 Points</td>
</tr>
<tr>
<td>Posts elicited responses and reflections from other learners, and responses built upon and integrated multiple views from other learners to take the discussion deeper. Posts were done early enough in the discussion to give classmates ample opportunities to respond.</td>
<td>Posts attempted to elicit responses and reflections from other learners, and responses built upon the ideas of other learners to take the discussion deeper. Posts were done early enough in the discussion to give classmates opportunities to respond.</td>
<td>Posts did not attempt to encourage responses and reflections from classmates, or responses did not take the discussions deeper. Posts were done so late in the discussion that classmates had few opportunities to respond.</td>
<td>Did not participate</td>
<td></td>
</tr>
<tr>
<td>The student will demonstrate knowledge and understanding of proper grammar, punctuation and sentence structure in discussion posts and responses.</td>
<td>18-20 Points</td>
<td>13-18 Points</td>
<td>0-13 Points</td>
<td>0 Points</td>
</tr>
<tr>
<td>Content is written clearly and concisely with a logical progression of ideas and supporting information using proper grammar, spelling and sentence structure in discussion posts and responses. Language usage enhances understanding.</td>
<td>Content is written with a logical progression of ideas and supporting information; responses and posts demonstrate knowledge and understanding of content.</td>
<td>Content is vague in conveying a point of view and some information does not appear to fit the team-led discussion issue. Proper grammar, punctuation and sentence structure are not used.</td>
<td>Did not participate</td>
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</tr>
<tr>
<td>Number of Posts done at required intervals within the time frame of the team-led discussion</td>
<td>13-15 Points</td>
<td>10-12 Points</td>
<td>0-9 Points</td>
<td>0 Points</td>
</tr>
<tr>
<td>Submitted thoughtful posts by Wednesday, responded to all of the team-led threads, and responded to classmates on different days during the discussion time period, Responses led to a deeper conversation of the issues presented.</td>
<td>Submitted a thoughtful post by Wednesday, responded to all of the team-led threads, and responded to classmates on different days during the discussion time period.</td>
<td>Did not submit at least one post by Wednesday and/or did not respond to all of the team-led threads and/or did not respond to classmates on different days during the discussion time period.</td>
<td>Did not participate</td>
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</table>

| Total Points Earned | 67-75 Points | 49-66 Points | 0-48 Points | 0 Points |
COURSE SCHEDULE

The course officially begins on Tuesday of Week 1 and concludes on Friday of Week 8. There are eight weeks in the course. You will find the items for each week (readings, assignments, discussions, etc.) in the course menu on the left side of the course menu.

**Due dates for assignments are normally on Sunday night. Initial discussion postings are due by Wednesday night and conversations end by Sunday night of each week.**

Listed below are the areas of focus for each week. The item details will appear within each of the Weekly Assignments from the course menu.

<table>
<thead>
<tr>
<th>Wk</th>
<th>Topics</th>
<th>Readings</th>
<th>Discussions</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction Federal and State</td>
<td>Chap. 1 – <em>Educator’s Guide</em></td>
<td>Get Acquainted (video intros)</td>
<td><strong>In Progress</strong></td>
</tr>
<tr>
<td></td>
<td>Roles</td>
<td>Schimmel &amp; Militello (2007)</td>
<td>Team-led discussions</td>
<td>Week 1 Reading Assignment</td>
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<td></td>
<td><strong>Submit</strong></td>
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<td></td>
<td>Introduction video</td>
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<td>2</td>
<td>Religion</td>
<td>Chap. 7 – <em>Educator’s Guide</em></td>
<td>Team-led discussions</td>
<td><strong>In Progress</strong></td>
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<td></td>
<td></td>
<td>Backus (2010)</td>
<td></td>
<td>Week 2 Reading Assignment</td>
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<tr>
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<td></td>
<td>Mawdsley &amp; Russo (2001)</td>
<td></td>
<td><strong>Group Project</strong></td>
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<td>Thompson (2012)</td>
<td></td>
<td><strong>Team-led Discussion</strong></td>
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<td>McCarthy (2017)</td>
<td></td>
<td><strong>Organization</strong></td>
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<td>Week 2 Notes</td>
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<td><strong>Submit</strong></td>
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<td><strong>Week 1 Reading Assignment</strong></td>
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<td>3</td>
<td>Discrimination Attendance</td>
<td>Chap. 2 – <em>Educator’s Guide</em></td>
<td>Team-led discussions</td>
<td><strong>In Progress</strong></td>
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<td>Instructional Issues</td>
<td>Russo (2017)</td>
<td></td>
<td>Week 3 Reading Assignment</td>
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<tr>
<td></td>
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<td>Dayton &amp; Dupre (2005)</td>
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<td><strong>Group Project</strong></td>
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<td>Lungwitz (2012)</td>
<td></td>
<td><strong>Team-led Discussion</strong></td>
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<td>Kallio and Geisel (2017)</td>
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<td><strong>Submit</strong></td>
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<td></td>
<td><strong>Week 2 Reading Assignment</strong></td>
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<td>Wk</td>
<td>Topics</td>
<td>Readings</td>
<td>Discussions</td>
<td>Assignments</td>
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<td>4</td>
<td>Student Rights</td>
<td>Chap. 6 – <em>Educator’s Guide</em> Daniel &amp; McCormick (2009)</td>
<td>Team-led discussions</td>
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<td>Russo et al (2011)</td>
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<td>Week 4 Reading Assignment</td>
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<td>Gooden(2017)</td>
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<td>Group Project</td>
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<td>Turner (2012)</td>
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<td>Week 4 Notes and PPT</td>
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<td>Students with Disabilities</td>
<td>Chap. 3 – <em>Educator’s Guide</em> Crockett (2017)</td>
<td>Team-led discussions</td>
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<td>deBettencourt (2002)</td>
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<td>Week 5 Reading Assignment</td>
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<td>Osborne (2017)</td>
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<td>Group Project</td>
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<td>Watson (2009)</td>
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<td>Team-led Discussion</td>
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<td>Week 5 Notes and PPT</td>
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<td>Submit</td>
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<td>Week 4 Reading Assignment</td>
</tr>
<tr>
<td>6</td>
<td>Defamation Student Records</td>
<td>Chap. 9 &amp; 10 – <em>Educator’s Guide</em> Eichelbaum (no date)</td>
<td>Team-led discussions</td>
<td>In Progress</td>
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<td></td>
<td>Liability</td>
<td>Gilbert (2009)</td>
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<td>Week 6 Reading Assignment</td>
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<td>Week 6 Notes and PPT</td>
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<td>Frels (2013)</td>
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<td>Group Project</td>
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<td>Kallio &amp; Geisel (2011)</td>
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<td>Green (2011)</td>
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<td>Alexander (2017)</td>
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<td>8</td>
<td>Final</td>
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<td>Submit</td>
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<td>Final exam</td>
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**COURSE EVALUATION**

Toward the end of the semester, you will receive a link in your UNT EagleConnect email for the course evaluation. You can also complete the survey at [https://my.unt.edu](https://my.unt.edu) 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 undergraduate level.
TECHNICAL REQUIREMENTS AND ASSISTANCE

Knowledge of personal computer operation is prerequisite to registering for and successfully completing this online course. Blackboard Learn is fully supported for both Windows, iOS, and Android.

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

Hardware and software necessary to use Bb Learn
http://www.unt.edu/helpdesk/bblearn/

Browser requirements
http://kb.blackboard.com/pages/viewpage.action?pageId=84639794

Computer and Internet Literacy

Technical Information and Support Services

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

- Info on using Blackboard Learn
  http://it.unt.edu/blackboard-learn-information
- Blackboard Learn technical requirements and plugins
  https://bbsupport.unt.edu/TechnicalRequirements
- If you are new to blackboard, see short how-to videos at Blackboard’s On Demand Learning Center for Students
- Computer configuration for Blackboard Learn
  http://bit.ly/1n257Qn
- Blackboard Learn Student Videos
  http://bit.ly/1n25daS

Student Support

The University of North Texas UIT Student Helpdesk provides student technical support in the use of Blackboard and supported resources. The student help desk may be reached at:

Email helpdesk@unt.edu
Phone 940.565-2324
Hours Monday-Thursday 8am-9pm
     Friday        8am-8pm
     Saturday     9am-5p
     Sunday       8am-midnight
Access and Login Information

This course was developed and will be facilitated utilizing the University of North Texas’ Learning Management System, Blackboard Learn. To get started with the course, please go to: https://learn.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.

Student Resources

You have access to these resources:

- Locate the “UNT Helpdesk” tab at the top of the Blackboard Learn window, which provides links to student resources of technical information and instruction, and how to contact the Help Desk for assistance.
- If you’re new to online courses or unfamiliar with the learning management tools, go to the Blackboard Learn Student Orientation. It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you for participating in the course.
- See short how-to videos at Blackboard Learn’s On Demand Learning Center for Students.

Student Academic Support Services

Links to all of these services can be found on the Academic Support tab at the top of your course site.

- Academic Resource Center
  Buy textbooks and supplies, access academic catalogs and programs, register for classes, and more.
- Center for Student Rights and Responsibilities
  Provides Code of Student Conduct along with other useful links.
- Office of Disability Accommodation
  ODA exists to prevent discrimination on the basis of disability and to help students reach a higher level of independence.
- Counseling and Testing Services
  CTS provides counseling services to the UNT community, as well as testing services such as admissions testing, computer-based testing, and career and other testing.
- UNT Libraries
  Online library services.
- Online Tutoring
  Chat in real time, mark-up your paper using drawing tools, and edit the text of your paper with the tutor’s help.
- The Learning Center Support Programs
  Various program links provided to enhance the student experience.
- Supplemental Instruction
  Program for every student, not just for students who are struggling.
- UNT Writing Lab
  Offers free writing tutoring to all UNT students, undergraduate and graduate.
- Math Tutor Lab
  Located in GAB, room 440.
How Students Should Proceed Each Week for Class Activities

Read the Start Here section from the course menu, then continue on to Week 1. All assignments, resources, and links to other areas and sites are contained within each week’s folder, each of which are linked from the course menu. Students should access Blackboard daily for announcements and assignments required for the course.

COMMUNICATIONS

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

- For all course-related questions, please read this syllabus carefully before seeking assistance.
- For assignment clarification questions, see the Q/A Forum Discussions from the course menu.
- Use the Course Messages feature from the course menu for all private electronic communications with your professor. If for some reason you are unable to use Course Messages, you may contact your instructor via the UNT email system.

You can expect a response from your instructor 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 on the opening page each day for updated information and changes.

Collaborative Discussions

See Discussions from the course menu to check the appropriate weekly forum for assigned postings, to review the postings of classmates, and to make postings of your own.

Please extend the receiver of your message the same courtesy you would expect when communicating. Please read and consider the content of the message before responding.

POLICIES

Student Conduct and Discipline
Please refer to the UNT Faculty Handbook or your department regarding the Student Code of Conduct Policy.
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 http://vpaa.unt.edu/academic-integrity.htm.

Cheating and Plagiarism Policy
The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term “cheating” includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term “plagiarism” includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

Eagle Connect
All students should activate and regularly check their Eagle Connect (e-mail) account. Eagle Connect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Connect. For information about Eagle Connect, including how to activate an account and how to have Eagle Connect forwarded to another email address, visit http://eagleconnect.unt.edu/.

Copyright Notice
Some or all of the materials on 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 UNT Copyright Resources for details.

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. Jemimah Young is the compliance officer and contact person for the Department of Teacher Education and Administration.
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. For additional information see the Office of Disability Accommodation website at http://disability.unt.edu/. You may also contact them by phone at 940.565.4323.

The Department of Teacher Education and Administration is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA) and to inform me of your need for an accommodation. Requests for accommodation must be given to me no later than the first week of classes for students registered with the ODA as of the beginning of the current semester.

Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14 and by visiting the ODA in Room 321 of the University Union. You also may call the ODA at 940.565.4323.

The College of Education does not discriminate on the basis of disability in the recruitment and employment of faculty and staff, the operation of any of its programs and activities, as specified by federal laws and regulations. Copies of the College of Education ADA Compliance Documents are available in the Dean’s Office, Matthews Hall 214. Dr. James Laney is the contact person for the Department of Teacher Education and Administration.

**Important Notice for F-1 Students taking Distance Education Courses**

**Federal Regulation**

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 online 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.