EDLE 6450: Public School Finance, Business Management and Facilities
Summer 2018
June 4, 2018 to August 10, 2018
A Fully Online Course

Required Textbooks | Course Information | Assignments/Assessments
Grading | Course Schedule | Course Organization
Technical Assistance | UNT Policies

INSTRUCTOR CONTACT INFORMATION

Instructor Dr. Bill Camp
For COURSE communications, please email me through the course Inbox (located on the gray global menu on the far left of the course window)
Email Address bill.camp@unt.edu
Office Telephone 940-565-2753
Cell Phone 940-300-4034
Office FAX 940-891-6739
On-campus office Mathews Hall: Suite 218
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


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. Prerequisite(s): consent of instructor

Course Objectives

This course is designed to help the student become familiar with the literature and research related to school finance. During the course, the student will develop and understanding of selected principles of economics and public finance related to school finance. We will learn to critically examine the sources of public revenue and their appropriateness in financing education. During the course we will work to gain an understanding of various school support programs and how they might affect school districts with various demographic characteristics. We will become acquainted with the concept of financial equalization of educational opportunity and its relationship to recent court decisions. Social justice is an important component of this theory.

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

A portion of the course will be dedicated to determining what financial information is useful for monitoring performance under terms of legal, contractual and fiduciary requirements of the state of Texas. And, we will review information useful for planning and budgeting and for forecasting the impact of the acquisition and allocation of resources on the achievement of educational and operational objectives in the districts in Texas.

Finally, we will seek to understand the requirements for financing school facilities in Texas while developing a vocabulary for understanding financial issues in the public schools.
COURSE ASSIGNMENTS AND ASSESSMENTS

1. **Group Project – (400 points / 40% of your grade):**

   **Paper:**

   Using the revenue projections from the Carrollton-Farmers Branch Budget 2017-18


   Answer the questions posed on the Budget Activity Sheet for CFB and one other school district. You will need to answer each question in detail and locate additional references for a complete response to the activity sheet.

   Your instructor will randomly assign you to online groups of 3-5 students and together you will read the Carollton-Farmers Branch Budget Book and answer the questions posed in the worksheet. You will select a second district and answer the same questions for this district. 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 for 2017-18. 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 will be due at the end of Week 10.

2. **Weekly Discussions – (250 points / 25% of your grade):**

   Using the Discussion Rubric 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. Discussions will occur in Weeks 3-7 and each weekly discussion is worth 50 points for a total of 250 points over the 5 weeks. One class member will lead one discussion during the semester. Questions and focus discussions will be listed for each week. You will need to post at least five times each week for these discussions with new and relevant material to develop this discussion.

3. **Seriously Important Questions – (350 points / 35% of your grade):**

   This assignment consists of 7 assignments from Weeks 2 through 8. These assignments involve answering questions and reflecting on the readings from that week and previous weeks. The **Seriously Important Questions** are worth 50 points each to be answered from course materials, journal articles and the textbook for a total of 350 points. These assignments are due on the Sunday by 11:59p.m. of each week Weeks 2-8.
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.

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.

Summer Vacation Issues

Although this may happen during any semester, summer seems to be the semester where vacations are taken with your family or friends. 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 to allow for a vacation. 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.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Project Paper</td>
<td>400</td>
<td>40%</td>
</tr>
<tr>
<td>Week 3 Discussion</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Week 4 Discussion</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Week 5 Discussion</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Week 6 Discussion</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Week 7 Discussion</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Seriously Important Questions Week 2</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Seriously Important Questions Week 3</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Seriously Important Questions Week 4</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Seriously Important Questions Week 5</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Seriously Important Questions Week 6</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Seriously Important Questions Week 7</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Seriously Important Questions Week 8</td>
<td>50</td>
<td>5%</td>
</tr>
</tbody>
</table>

Final Grade = Percentage of sum of all assignments and exams (1000 points).
A = 90 – 100 % or 900 – 1000 points
B = 80 – 89.9% or 800 – 899 points
C = 70 – 79.9% or 700 – 799 points
Grades below 70% will receive a grade of F for the course.

This is a pilot course for EDLE 6450. I reserve the right to modify or make changes to the syllabus as needed during the semester. Students will be notified should changes be made to the course requirements, content, assignments, due dates, or other material relevant to the completion of this course. As you find mistakes or have questions, please let me know at bill.camp@unt.edu.
# EDLE 6450: Public School Finance, Business Management and Facilities

## Summary

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>On-Line Materials</th>
<th>Textbook</th>
</tr>
</thead>
</table>
| 1    | June 4 to June 10 | • Introductions  
       |       | • Syllabus  
       |       | • Introduction to State Funding  
       |       | • Texas School Finance Basics | Week 1 Module Introduction to School Finance | Read Chapters 1 and 2 |
| 2    | June 11 to June 17 | • Introduction to CFB Budget  
       |       | • Start talking to your Group and organize paper and interviews  
       |       | • School Finance Overview | Week 2 Module CFB Materials School Finance 101 | Read Chapters 3 and 4 |
| 3    | June 18 to June 24 | • Human Capital  
       |       | • Financing Public Education  
       |       | • Politics of School Finance | Week 3 Module The Road Ahead Political Economy Economic Development | Read Chapters 5, 6 and 7 |
| 4    | June 25 to July 1 | • School Accounting  
       |       | • Taxation for School Funding | Week 4 Module Putting the Sides Together Fort Worth Accounting | Read Chapters 8 and 15 |
| 5    | July 2 to July 8 | • Budgets | Week 5 Module Resource Allocation Developing Budgets | Read Chapters 17 |
| 6    | July 9 to July 15 | • Production Function Analysis  
       |       | • Equity and Adequacy  
       |       | • State School Funding | Week 6 Module Policy Perspectives Estimating Aid | Read Chapters 12, 13, and 14 |
| 7    | July 16 to July 22 | • Federal Role in Financing Education  
       |       | • Public Funding of Private Schools | Week 7 Module Vouchers Charter Schools Private Schools | Read Chapters 9 and 11 |
| 8    | July 23 to July 29 | • Teacher Compensation | Week 8 Module Incentives for Teachers | Read Chapter 10 |
| 9    | July 30 to August 5 | • Financing School Facilities | Building for the Future | Read Chapter 16 |
| 10   | August 6 to August 12 | • Risk Management  
       |       | • Transportation  
       |       | • School Food Services | Group Project is Due | Read Chapter 18 |
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
- Ch. 2 – Fundamental Rights and State School Finance Litigation -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
- Modernizing San Antonio Independent School District v. Rodriquez - Saleh
- The Tangible Impact of School Finance Litigation – Lockridge and Maiden
- Read Power Points for Chapters 1 and 2

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.

Group Project – Carrollton-Farmers Branch Budget Project
- Groups will be assigned by Week 2
- Review the Project page.
- Think about who you will interview

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.

Reading Assignment
- Ch. 3 – The System and Public Schools - Textbook
- Ch. 4 – Equality of Opportunity: The Rationale -Textbook
- CFB - Read Introductory Section pages 1-49.
- School Finance 101: Texas Public School Funding (October 2014).
- Read Power Points for Chapters 3 and 4.
Week 3

Overview
- Look at textbook chapters.
- Discussion of Human Capital
- Reflections on Politics and School Finance
- Continue work involving interviews for CFB Budget Project.

Group Project – Carrollton-Farmers Branch Budget Project
- Organize your group using Google.Docs are another on-line source
- Review the Project page.
- Think about who you will interview

Seriously Important Questions – (Reflections on Readings)
- You will continue your reflections on this week’s reading 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.

Discussion
- Begin Class Discussion 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

Reading Assignment
- Ch. 5 – Education as an Investment in Human Capital – Textbook
- Ch. 6-The Politics of School Finance - Textbook
- Ch. 7-Fiscal Capacity and Tax Effort in Funding Public Schools - Textbook
- CHB Budget - Read Financial section pages 53-83.
- The Complex World of Economic Development and School Finance – Moak and Casey.
- The Road Ahead for School Finance Reform: Legislative Trends 2011 and Beyond – Crampton and Thompson.
- Read Power Point for Chapter 5, 6, and 7

Week 4

Overview
- Discuss school accounting
- Discuss taxation for public schools.
- Continue assignments.
Group Project – Carrollton-Farmers Branch Budget Project
• Review the Project page.
• Continue interviews

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.

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.

Reading Assignment
• Ch. 8-Taxation for Public Schools – Textbook
• Ch. 15 – School Accounting - Textbook
• CFB Budget - Read Informational section pages 84-144.
• Read Power Points for Chapters 8 and 15.
• Additional Readings
  • TEA Accounting Principles.
  • Fort Worth ISD: Managing Financial Accounting.

Week 5

Overview
• Look at textbook chapters.
• Examine Budget documents for Forth Worth I.S.D. and Frisco I.S.D.
• Continue work involving interviews for CFB Budget Project.

Group Project – Carrollton-Farmers Branch Budget Project
• You should be completing your interviews
• Continue to Answer Questions for CFB and for second district.
• Continue researching other sources to develop your paper.

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.

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.

Reading Assignment
• Ch. 17 – School Budget Development and Administration – Textbook
• Resource Allocation Within School Organizations - Wood
• CFB Budget – Read informational section pages 146-192.
• Interview with Mr. Mark Tarpley by R. Bostic
• Read Power Point for Chapter 17.

Week 6

Overview
• Continue work involving assignments,
• Discuss Equity and Adequacy.
• Discuss State School Funding mechanisms.

Group Project – Carrollton-Farmers Branch Budget Project
• 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.

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.

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.

Reading Assignment
• Ch. 12 – Education Production Functions: Whether Money Matters– Textbook
• 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 12, 13 and 14.
Week 7

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

Group Project – Carrollton-Farmers Branch Budget Project
- Groups should be working together on this assignment
- Send me a one page summary of your group’s progress.

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.

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.

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 Power Points for Chapters 9 and 11

Week 8

Overview
- Continue work on Group Project.
- Providing adequate and appropriate compensation for school employees.
- Provide fiscal conditions for quality programs.

Group Project – Carrollton-Farmers Branch Budget Project
- Groups should be working together on this assignment
- You should have a rough draft of the paper.
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.

Reading Assignment
- Ch. 10 – Teacher Compensation
- Designing Incentives for Public School Teachers: Evidence from a Texas Incentive Pay Program – Springer and Taylor
- Read Power Points for Chapter 10.

Week 9

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

Group Project – Carrollton-Farmers Branch Budget Project
- Group Project is Due next week.

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

Week 10

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

Group Project – Carrollton-Farmers Branch Budget Project
- 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
Certification Exam Alignment

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

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

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

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

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

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

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

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

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

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

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

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

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

Learner Outcomes

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

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

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

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

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

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

### Course Organization

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

<table>
<thead>
<tr>
<th>Course Menu link</th>
<th>What you'll find there</th>
<th>How you'll use it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Here</td>
<td>This is where you begin — with a detailed description of the course overview.</td>
<td>Read everything in the module and, in particular, read the syllabus thoroughly and return to it as needed.</td>
</tr>
<tr>
<td>Modules</td>
<td>The course is divided by week. You'll find links to everything you need for each week in separate weekly folders.</td>
<td>Prepare for your weekly assignments by reading course material and submitting assignments in a timely manner.</td>
</tr>
<tr>
<td>Announcements</td>
<td>Watch for new announcements displayed at the top of the course Home page.</td>
<td>Each announcement is also emailed to your EagleConnect account (see how to forward it to a preferred email address at <a href="http://it.unt.edu/eagleconnect">http://it.unt.edu/eagleconnect</a>). Watch for and carefully read every announcement for breaking news, changes, and reminders.</td>
</tr>
<tr>
<td>Assignments</td>
<td>This is where you'll find all activities for a grade, in particular Discussions. You will participate in rich conversations with classmates in the classroom.</td>
<td>Pay attention during class discussions as this is how we share information about this topic.</td>
</tr>
<tr>
<td>Inbox</td>
<td>This tool uses your UNT email account to send and receive email through the course.</td>
<td>Use this feature to save time when you want to send regular email to a classmate or instructor.</td>
</tr>
<tr>
<td>Grades</td>
<td>This link displays your points earned for each graded activity, totals and percentages by category, and feedback from your instructor.</td>
<td>Watch for announcements from your instructor when new grades are posted, and also for the new grade indicator on the course menu.</td>
</tr>
<tr>
<td>Start Here</td>
<td>This is where you begin — with a detailed description of the course overview.</td>
<td>Read everything in the module and, in particular, read the syllabus thoroughly and return to it as needed.</td>
</tr>
</tbody>
</table>
STUDENT TECHNICAL SUPPORT SERVICES

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

- **Info on using Canvas**
  Canvas Student Guide, Video Guides, Canvas Getting Started, Canvas Basics Guide
- **Canvas technical requirements**
  Computer specs https://community.canvaslms.com/docs/DOC-10701
  Supported browsers https://community.canvaslms.com/docs/DOC-10720-67952720329

**Student Technical Support**

After logging into your Canvas course, you can click the *Help* icon on the bottom of the Global Navigation menu (the dark column on the left border of your browser window), which provides links to these resources: *Student Helpdesk* — See [contact details](https://community.canvaslms.com/docs/DOC-10701) or submit a ticket

- **Online Student Resources**
- **Ask Your Instructor a Question** — Questions are emailed to your instructor
- **Search the Canvas Guides** — Find [guides](https://community.canvaslms.com/docs/DOC-10720-67952720329) and look up answers
- **Library** — Go to the library site or [ask a question](https://community.canvaslms.com/docs/DOC-10720-67952720329)

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

<table>
<thead>
<tr>
<th>Email</th>
<th><a href="mailto:helpdesk@unt.edu">helpdesk@unt.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>940-565-2324</td>
</tr>
</tbody>
</table>

**UIT Helpdesk**

**Report an Issue**

**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.

**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.

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 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 master’s degree level.

COURSE LOGIN INFORMATION

This course was developed and will be facilitated utilizing the University of North Texas’ Learning Management System, Canvas. To get started with the course, please go to https://canvas.unt.edu. You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: http://ams.unt.edu. The course Start Here module includes navigational overviews and links to detailed instructions and videos on how to use the tools necessary for completing all activities. Please read that module in detail and bookmark instructions for future use.

Minimum Technical Skills Needed

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

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 of emergency during the last third of the course. The student must submit a form requesting an incomplete and provide documentation supporting the need for an Incomplete. Students can get these forms by contacting Marilyn Deuble at 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.

Student Conduct and Discipline

See this section of the Student Handbook.
Sexual Discrimination, Harassment, and Assault

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_0. Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at 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. You will find the policy and procedures at https://policy.unt.edu/policy/06-003.

Cheating and Plagiarism Policy

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

Ethical Behavior and Code of Ethics

The Teacher Education and Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

Student Behavior in the Classroom

Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum.
at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr.

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. Information on the services provided by the ODA, as well as application procedures, is available at http://www.unt.edu/oda/index.html. You may also contact them by phone at 940.565.4323. Information on UNT’s policies related to disability accommodations is available at http://policy.unt.edu/policy/18-1-14.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at http://www.ecfr.gov/. The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f) (6) (i) (G). The paragraph reads: (G) For F–1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F–1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement. University of North Texas Compliance To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the
instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course. If such an on-campus activity is required, it is the student’s responsibility to do the following: (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course. (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose. Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

**Six Student Success Messages**

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

**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.