UNIVERSITY OF NORTH TEXAS

EDLE 5390 Campus-Level School Law
Summer 2018

PROFESSOR CONTACT INFORMATION

Dr. Bill Camp
Phone: 940-300-4034
Email: bill.camp@unt.edu
Assignment clarification questions: Please post questions to the Ask Questions Here discussion (located from Assignments on the course menu).
Private questions or urgent needs: Email me through your Inbox (located on the gray global menu on the far left of the course window).

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
Summer 2018 10W Session (AOP Courses end in Week 8)
Fully Online Course – AOP Program
This course is being taught in CANVAS

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 to recognize potential legal problems might arise 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](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.

**Professional Standards for Educational Leaders 2015. Adopted by the National Policy Board for Educational Administration (NPBEA) December, 2015**

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:

c) 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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<td>Class Discussions</td>
<td>15</td>
<td>4 discussions at 25 pts each, 1 presentation at 50 pts</td>
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<td>Final</td>
<td>30</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.
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>
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<td>Week 1 Reading Assignment</td>
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<td>Reading Assignment 1</td>
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<td>Week 3 Reading Assignment</td>
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<td>Reading Assignment 2</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>Class Discussion</td>
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<td>Week 4 Law Review and Notes and PPT</td>
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<td>de Bettencourt (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>Watson (2009)</td>
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<td>Week 5 Notes and PPT</td>
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<td>Reading Assignment 4</td>
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<td>Student Records 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>Reading Assignment 5</td>
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<td>Teacher Rights</td>
<td>Chapters 4,5,6 – <em>Educator's Guide</em> Bathon &amp; Brady (2010)</td>
<td>Class Discussion Submit Class Discussion</td>
<td>Submit</td>
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<td>Frels (2013)</td>
<td>PowerPoint (only one group member will submit)</td>
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<td>Kallio &amp; Geisel (2011)</td>
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<td>Alexander (2017)</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.
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://unt.instructure.com. You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: http://ams.unt.edu.

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

Minimum Technical Skills Needed
- Navigating all areas of the course 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
- Creating videos
- Locating and using instructions to learn tool usage
- Contacting the UIT Helpdesk for support, if needed

STUDENT TECHNICAL SUPPORT SERVICES

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

- **Info on using Canvas**
  - Canvas Student Guide, Video Guides, Canvas Getting Started, Canvas Basics Guide
- **Canvas 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 or submit a ticket
- **Online Student Resources**
- **Ask Your Instructor a Question** — Questions are emailed to your instructor
- **Search the Canvas Guides** — Find guides and look up answers
- **Library** — Go to the library site or ask a question

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

**Email:** helpdesk@unt.edu
**Phone:** 940-565-2324
**UIT Helpdesk**
**Report an Issue**
Technical Emergencies and Advice for Taking Online Exams

- Avoid using a wireless connection for exams unless you're certain of its reliability.
- It could be more reliable to take exams using a supported web browser on a desktop or laptop rather than using a tablet or phone.
- There is no Save button, but Canvas will auto-save periodically.
  - **Should you encounter technical problems affecting your ability to access or complete a test, immediately contact the UIT Helpdesk.**
  - If the UIT Helpdesk cannot resolve the problem, it will document the problem and provide you with a ticket number that you can provide to your instructor as verification.

When staff is unavailable, [Report an Issue](#) online.

How Students Should Proceed Each Week for Class Activities

Read the **Start Here** section from **Modules** on the course menu, then continue on to the Week 1 module. All assignments, resources, and links to other areas and sites are contained within each week’s module, each of which are linked from the course menu. 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.

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 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’ EagleConnect 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. Profanity and insults are not tolerated.

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

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 or our Educational
Leadership office does not take care of dropping the class. Of course, we hope you do not have to drop a class, but, if you do, you need to take care of that officially through the registrar’s office or 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](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](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

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

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.

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.