University of North Texas at Dallas
SYLLABUS

EDAD 5390-020
Texas Campus Level School Law 3Hrs

Department of	Educational Administration	Division of	Teacher Education and Human Services

Instructor Name:	George Woodrow, Ed.D.
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Virtual Office Hours:	Live Classroom, Skype and Phone (Friday 4:00 – 6:00 p.m.)
Classroom Location:	Building 1 Room 204
Class Meeting Days & Times:	Hybrid Thursday 5:00 – 7:50 p.m.

Course Catalog Description:	Understanding Campus Level School Law (3 hours), centers on the understanding of pertinent constitutional, statutory, administrative, and case law related to the operation of Texas public schools. Content includes the legal framework within which schooling takes place and how it directs and influences the decisions that campus-based administrators make. Students explore Texas Legislature Online site for updates on Legislation Status of House Bills that effect leadership decisions in Texas schools. Focus is on how the leader's daily decisions are shaped by ongoing legal issues and the intent of policy or regulatory assurances.
	
	 1) Understanding local, state, and federal laws
	     i) The sources/purposes of educational law
	     ii) Texas public schools and structure
	     iii) Attendance laws
	     iv) Funding and regulation of non-public schools
	 2) Ensuring equitable instructional excellence
	     i) Curriculum law
	     ii) Selection/maintenance of instructional materials
	     iii) Needs of special groups
	     iv) Children with disabilities
	 3) Safeguarding student rights
	     i) Expression
	     ii) Discipline
	     iii) Privacy
	     iv) Due process
	 4) Safeguarding teacher and Administrator rights
	     i) Employment conditions
	     ii) Teacher Evaluation – Chapter 150.1004-1006 – Appendix A
	     iii) Administrator Appraisal - 150.BB – Appendix B
	     iv) Negative employment conditions
	     v) Grievances
	     vi) Rights of expression
	 5) Religion in schools
	     i) Prayer
	     ii) Exercise issues
	 6) Liability
	     i) Sexual harassment
	     ii) Title IX
	 7) Current Education Legislation in Texas – Appendix C

Required Text:	• Kemerer, F., Walsh, J., and Maniotis, J. (2014). The educator's guide to Texas school law.

	Austin, TX: University of Texas Press. • Student Code of Conduct (SCOC) [District] • Student Handbook (Campus) • Employee Handbook (District) • Employee Handbook (Campus) • Administrative Handbook (District)
Recommended Text and References:	• Kemerer, F., Walsh, J., and Maniotis, J. (2012). 2012 Supplement to The educator's guide to Texas school law. Austin, TX: University of Texas Press. • Thomas, S., Camborn-Mcabe, N., and McCarthy, M. (2009). Public school law: Teachers' and students' rights. Boston, MA., Pearson Education, Inc.

Texas Principal Standards and Competencies	This course supports the following competencies:
	Competency 002: The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.
	   • Demonstrate effective communication through oral, written, auditory, and nonverbal expression
	   • Use effective conflict management and group consensus building skills.
	   • Develop and implement strategies for effective internal and external communications
	   • Respond to pertinent political, social, and economic issues that exist in the internal and external environment
	Competency 003: The principal knows how to act with integrity, fairness, and in an ethical and legal manner.
	   • Model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
	   • Implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators
	   • Apply knowledge of ethical issues affecting education
	   • Apply legal guidelines to protect the rights of students and staff and to improve learning opportunities
	   • Apply laws, policies, and procedures in a fair and reasonable manner
	   • Articulate the importance of education in a free democratic society
	   • Serve as an advocate for all children
	Competency 006: The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.
	   • Implement effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff
	Competency 007: The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.
	   • Frame, analyze, and creatively resolve campus problems using effective problem-solving techniques to make timely, high-quality decisions
	Competency 009: The principal knows how to apply principles of leadership and management of the campus physical plan and support system to ensure a safe and effective learning environment.
	Apply local, state, and federal laws and policies to support sound decision making related to school programs and operations

Access to Learning Resources:	

	UNT Dallas Library: http://www.unt.edu/unt-dallas/library.htm
	UNT Dallas Bookstore: http://www.unt.edu/unt-dallas/bookstore.htm
	U.S. Constitution Online: http://www.usconstitution.net/const.html
	Lexis-Nexus Texas Constitution and Statutes: http://www.statutes.legis.state.tx.us/
	Education Law Association: http://educationlaw.org/index.php
	State Bar of Texas School Law Section: http://www.schoollawsection.org/
	Lexis-Nexis Free Case Law: http://www.lexisone.com/lx1/caselaw/freecaselaw?searchType=keywordSearch&fclSearch =brown&action=FCLSearchCaseByTerms&pageLimit=10&format=CITE&pageNumber=1& sourceID=302&citation=&searchTerm=brown&sourceCandidate=selectSource&sourceTyp e=Federal&sourceCandidate=302&relativeDate=1-NONE&fromDate=&toDate=&party=&judge=&counsel

Course Goals:	
	This course is designed to help students: • Understand the federal and state legal structure within which all Texas schools function. • Recognize key education related provisions of the U.S. Constitution, federal statutes, the Texas Constitution, and Texas statutes, including provision of the Texas Education Code. • Learn about the key court rulings that establish school law parameters at the campus level. • Realize how district board policies and administrative regulations/directives reflect, implement, and translate principals of law into educational practice. • Obtain an understanding of Texas and district school law from the standpoint of the campus-level administrator. • Develop a rudimentary knowledge of basic legal terminology and the court system so that the student can decipher materials on legal subjects and participate effectively in law related workshops and conferences.

TEXAS PRINCIPAL DOMAINS, COMPETENCIES, AND SKILLS

The following Texas Principal domains, competencies, and skills are aligned with the activities and assessments of this course:

Domain I: School Community Leadership
Competency 002: The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.
- Demonstrate effective communication through oral, written, auditory, and nonverbal expression
- Use effective conflict management and group consensus building skills.
- Develop and implement strategies for effective internal and external communications
- Respond to pertinent political, social, and economic issues that exist in the internal and external environment.

Competency 003: The principal knows how to act with integrity, fairness, and in an ethical and legal manner.
- Model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors

- Implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators
- Apply knowledge of ethical issues affecting education
- Apply legal guidelines to protect the rights of students and staff and to improve learning opportunities
- Apply laws, policies, and procedures in a fair and reasonable manner
- Articulate the importance of education in a free democratic society

Domain II: Instructional Leadership

Competency 004: The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

- Use emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, learning theory, legal requirements, and other information as a basis for campus curriculum planning
- Facilitate the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs
- Facilitate campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment
- Facilitate the use and integration of technology, telecommunications, and information systems to enrich the campus curriculum
- Facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other school district programs

Competency 006: The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

- Implement effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff.

Competency 007: The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

- Frame, analyze, and creatively resolve campus problems using effective problem-solving techniques to make timely, high-quality decisions.

Domain III: Administrative Leadership

Competency 009: The principal know how to apply principles of leadership and management t the campus physical plan and support system to ensure a safe and effective learning environment.

- Apply local, state, and federal laws and policies to support sound decision making related to school programs and operations.

Conference/Communication

There are three venues for conversation; Skype, Live Classroom, and the telephone. We can always visit before and after class.

With *Skype (www.skype.com)* you can make free video calls over the internet to other people for as long as you like, to wherever you like. It is free to download. A high speed internet connection and a webcam with a microphone are needed. You must add the instructor (George.Woodrow) as a contact.

Live Classroom is a virtual classroom setting within **Blackboard.** Through this venue there are video and audio capabilities. If necessary, documents can be viewed simultaneously between instructor and students. A link to **Live Classroom** is on the homepage of this course. Simply click on the link. On the next window click "enter classroom." Once in the classroom you will need to click on the image of a video camera next to the image of the telephone to activate your video. It is best to run the setup wizard prior to using this venue. A webcam with a microphone is necessary.

The traditional **telephone system** needs no explanation. For all voice communications please schedule a time with the instructor. Communicate which venue you would like to use.

Online/Hybrid Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by the instructor in class.

Course Calendar

Reading Assignments	**Lecture and Discussion Topics**
<mark>**8-27-15**</mark> <mark>**Face-to-Face**</mark>	Introduction Discuss Syllabus Class expectations and overview of course Sing in on Blackboard

8-31-15
Module 1 An overview of Education Law in Texas
 	
Research:
Pierce v. Society of Sisters
Texas Private School Accreditation Commission (TEPSAC);
 	
Texas Education Agency website – Home Schooling Policies and local campus responsibilities
	A. <u>An Overview of the Establishment and Control of Schools</u>
	• Four Sources of Education Law
	  1. Constitution Law
	  2. Statutory Law
	  3. Administrative Law
	  4. Judicial Law
	B. <u>The Structure and Governance of the Texas School System</u>
	
	• State-level governance
	  1. S.B.E.
	  2. T.E.A.
	• Basic Functions of T.E.A.
	• Commissioner of Education
	• State Board of Education
	  1. Functions
	  2. Composition
	• Regional Service Centers
	• Local Boards of Education
	  1. Powers and duties
	  2. Waivers
	  3. District-level decision making
	  4. Campus-based decision making
	• Charter Schools
	  1. Home-rule charters
	  2. Campus charters
	  3. Open enrollment charters
	• Home School
	• Administrators
	  1. Superintendents
	  2. Principals
	• Administrative law
	• Appeals
	• Texas State Courts

9-7-15 **Module 2** **Read Appendix C: Education Legislation in Texas (Current HB Updates)**	**A. <u>How the U.S. Constitution and Federal Government Affect Texas Schools</u>** • The federal judicial system and its relation to state judiciaries: Importance of the "federal question" • The 14th Amendment as the primary source of individual constitutional rights in the public school setting • 42 U.S.C. Section 1983: the means to get many 14th Amendment cases into federal court • Other key federal statutes **B. Parent Rights** • Right within Public Schools • Choosing Private Schools • Educating Children at Home **C. Important Federal Statutes Reports** 8) **D.** Current Education Legislation in Texas – Appendix C

9-14-15
Module 3
 	
Read the following:
 	
TEC § 51.03(b)(2)
TEC §51.803
TEC § 25.087
TEC § 25.092(a-1)
TEC § 29.0822
TEC § 21.354
 	
http://www.statutes.legis.state.tx.us/
Related district policies
	Student Attendance and the Instructional Program
	
	A. Attendance
	   • Residency
	   • Compulsory School Attendance Law
	
	B. Maintaining a safe environment

9-21-15 **Module 4**	**The Instructional Program** A. The Required Curriculum B. No Child Left Behind C. Removal of Objectionable Library Martials D. Federal Copyright Law E. Extracurricular Activities and the UIL F. Addressing the Needs of Special Groups

9-28-15
Module 5
	Special Education
	   • Special Education Jargon
	   • Eligibility
	   • Response to Intervention (RtI)
	   • ARD Committee
	   • Least Restrictive Environment
	   • Private School Children
	   • Discipline of students with Disabilities
	   • Section 504 of the Rehabilitation Act of 1973

10-5-15
Module 6
 	
Review Appendix A
	The Employment Relationship
	A. Constitutional Issues
	   • Due Process
	   • How Much Due Process is Due?
	B. Chapter 150.000, Texas Commissioners Report (Teacher Appraisal
	C. Types of Employment Arrangements
	   • At-Will Employment
	   • Non-Chapter 21 Contracts
	   • Probationary Contracts
	   • Term Contracts
	   • Continuing Contracts
	   • Retire/Rehire
	D. Selection of Staff
	E. Ending the Relationship

10-15-15 **Face-to-Face**	**Midterm Examination**
Spring Break	**Holiday**
10-19-15 **Module 7**	**Personnel Issues** A. Reassignment • Constitutional Issues

Read Appendices A & B	• Same Professional Capacity • Duties and Schedule B. Compensation Disputes C. Teacher and Administrator Appraisal D. Employment Benefits E. Wage and Hour Requirements F. Workers' Compensation G. Grievances and the Role of Employment Organizations
10-26-15 **Module 8** **Research:** • **Pickering v. Board of Education (1968)** • **Port Arthur ISD v. Klein Associates Political Relations** • **Reeves v. Claiborne County Board of Education** • **Chiu v. Plano ISD** • **Gracetti v. Ceballos (2006)** • **Kirkland V. Northside ISD** • **Clark v. Dallas ISD**	**<u>Expression and Associational Rights</u>** A. Educators Rights of Expression • Expression outside the School • Expression within the School • Electronic Communication • Academic Freedom • Texas Whistleblower Act B. Educator Freedom of Association C. Student Rights of Expression D. Student Freedom of Association
11-2-15 **Module 9** **Research:** • **Religious Viewpoints Antidiscrimination Act (RVAA)** • **Jones v. Clear Creek ISD** • **Ingebretsen v. Jackson Public School District** • **TEC § 28.011** • **Robert v. Madigan** • **Wisconsin v. Yoder (1972)**	**<u>Religion in School</u>** A. Legal Framework • No Government Establishment of Religion • Free Exercise of Religion B. Contemporary Issues • The Pledge of Allegiance • School Prayer C. Teaching Creation-Science D. Secular Humanism and Pagan Religion E. Religion in Classrooms F. Clergy in the Schools G. Distribution of Religious Literature H. Wearing Religious Symbols
11-9-15 **Module 10**	**Research Paper** Speakers at graduation and baccalaureate ceremonies
11-16-15 **Module 11** **Research:** • Goss v. Lopez • Meyer v. Austin ISD • **TEC § 37.006**	**<u>Student Discipline</u>** A. Constitutional Concerns: Due Process B. Other Constitutional Issues C. Chapter 37: An Overview • Student Code of Conduct • Teacher-Initiated Removal • Suspension • Removal to a DAEP D. Expulsion E. Emergency Actions F. Interaction with Law Enforcement G. Corporal Punishment I. Suspension form Extracurricular Activities

11-23-15 **Module 12** **Research:** • **Family Educational Rights and Privacy Act (FERPA)** • **New Jersey V. T.L.O.** • **TEC § 33.091** **Thanksgiving Holiday**	**Privacy Issues: Community, Educators, Students** A. The Legal Framework B. Texas Open Meetings Act C. Texas Public Information Act D. Educator Privacy Rights E. Student Search and Seizure **G. Group Discussion**
12-30-15 **Module 13** **Research: Tex. Civ. Prac. & Rem. Code § 101.027**	**Legal Liability** A. Identifying Areas of Legal Liability of State Torts • School District Immunity • Sovereign Immunity and Contract Cases • Qualified Immunity for Public School Professional Employees • The Special Case of Corporal Punishment and Physical Force • Law and the School Counselor B. Federal Civil Rights Liability C. Individual Liability
<mark>12-10-15</mark> <mark>**Face-to-Face**</mark>	<mark>**Final Examination**</mark>

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Attendance, Assignments and Participation:

Students should adhere to the due dates for all assignments. All assignments (This includes, written work, quizzes, surveys, journal entries and discussions.) are to be completed no later than 11:59 p.m. on Friday, the last day of the course. No work will be accepted after Friday. **Make up work will not be provided.**

TEACHING PHILOSOPHY
This course requires a strong commitment to reading the material, completing all assignments and participating in all discussions. Students should begin each week's assignment as early as possible. It is expected that all students will participate frequently and actively in each collaborative assignment. The professor will not respond to each individual post but instead will help guide the class through comments and questions.

Grades
All of the assignments (discussions, journal entries, written assignments, quizzes) equal 50% of your grade. The two course exams equal 50% of your grade. The combined total is 100%. The Blackboard system has been set to create a combined weighted total with a percentage. The percentage will be given a letter grade according to the scale provided below. Grades for discussions and assignments equal a total of 39 points each. Grades for journals equal a total of 22 points each. Two exams will be given. Grades for the exams equal 100 points each. The maximum total points for this course equal 300; however, remember that the combined weighted total with a percentage determines your final grade.

TECHNICAL PRE-REQUISITES
Knowledge of personal computer operation is prerequisite to registering for and successfully completing this online course. Blackboard LEARN is fully supported for both Windows and Apple computers. At the course login screen, click "Check Browser" to verify your computer is configured properly before logging in the first time. It is also necessary that you have a webcam with a microphone attached to your computer.

TECHNICAL REQUIREMENTS
The following information has been provided to assist you in preparation for the technological aspect of the course.
-Hardware and software necessary to use Blackboard:

      PC: Windows 98 (2nd Edition), 2000, XP, Vista, Windows 7
      Mac: OS 9, OSX
      Internet Access with compatible web browser (Select link for Vista 8.0 SP4)
      Java: Version 1.6.0 Update 24 (JRE 1.6.0_24)
      Word Processor
      Webcam and microphone

-Browser and computer settings check: https://ecampussupport.unt.edu/browser
-Computer and Internet Literacy: Visit http://www.clt.odu.edu/oso/index.php?src=pe comp lit
-Plug-ins necessary to access course materials and resources: https://ecampussupport.unt.edu/plugin

ACCESS & NAVIGATION
Access and Log in Information
This course was developed and will be facilitated utilizing the Blackboard system. To get started with the course, please go to: http://ecampus.untdallas.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.untdallas.edu.

Ticket to Learn Tutorial
As a student, you will have access to the Learn tutorial via Blackboard. It is recommended that you become familiar with the tools and tutorials found in the "Get off to a good start" section under "Start Here" (in the course) to better equip you to navigate the course.

How Students Should Proceed Each Week for Class Activities
Students should access Blackboard daily for announcements and emails regarding the course. Begin participation in the weekly discussions no later than Wednesday of each week. Complete all assignments by Sunday at 11:59 p.m.

COMMUNICATIONS
Information about the communication tools in the course and how they will be used:
- Email-Check for messages individual or collective on a daily basis.
  For all course-related questions, please read this syllabus carefully before seeking assistance. You must use the message feature in Blackboard for all electronic communications with the instructor. Students can expect a response from the instructor within 24-hours of sending a message.
- Announcements-Please check for Announcements frequently for updated information and changes.
- Conferences-Students can conference with the instructor via Skype.

Please extend to the receiver of your message the same courtesy you would expect when communicating. Please read and consider the content of the message before responding. Profanity and insults will not be tolerated.

COURSE EVALUATION
Toward the end of the term, students will be able to complete a course survey at www.my.unt.edu. Please logon and select SETE.

SCHOLARLY EXPECTATIONS
All works submitted for credit must be original works created by the student 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. It is also inappropriate to submit an assignment that has been completed by another student. Any of these instances may result in disciplinary action.

Midterm and Final Exam:
Students will be required to complete two comprehensive examinations.

Assignments	39

Discussions	**39**
Journal	**22**
Midterm Exam	**100**
Final Exam	**100**
Total Grade	**300**

Grading Legend:
90 – 100 = A
80 -   89 = B
70 -   79 = C
60 -   69 = D
Below 600 = F

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO 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, DSO 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/communicate 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 Disability Services Office website at http://www.untdallas.edu/disability. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untdallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:
University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided: http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Student Evaluation of Teaching Effectiveness Policy:
Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (Online exams and the ability to retake is solely at the instructor's discretion). NOTE: Online exams may be proctored on campus per instructor's discretion.

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at
http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf
for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection*:* Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency. .

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to http://www.untdallas.edu/registrar for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette:
In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at http://www.untdallas.edu/osa/policies. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be

tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- http://www.untdallas.edu/dlit/ecampus/requirements
- https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/040_Browser_Support_for_SP_13

https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html